Public Instruction,

Madras Presy:

Report,

1910-11; 1912-13 to 1914-15

(& Quinquennial 1906-07 to 1911-12)

Vol. I

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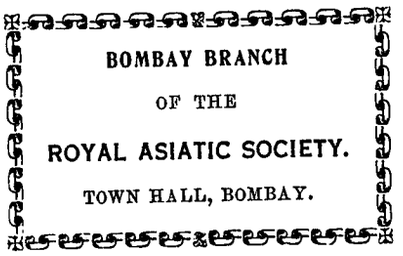

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REPORT

ON

PUBLIC INSTRUCTION

IN THE

MADRAS PRESIDENCY

FOR

1910-1911. & 1912-13 to 1914-15
& Quinquennial for 1906-07 to 1911-12

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MADRAS:
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1911.

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OFFICE OF THE DIRECTOR OF PUBLIC INSTRUCTION,

Madras, dated 18th October 1911.

C. No. 7390 of 1911.

From

THE HON'BLE Mr. J. H. STONE, M.A., F.R.H.S.,
Acting Director of Public Instruction,
Madras.

To

THE SECRETARY TO GOVERNMENT,
EDUCATIONAL DEPARTMENT.

SIR,

I have the honour to submit the report on the state and progress of education in the Presidency for the year 1910–1911.

Introduction.—The report is presented in an abridged form agreeably to the orders of the Government of India conveyed in G.O. No. 475, Educational, dated 15th July 1911. The order and arrangement of the previous reports have been maintained generally, but chapters have been reduced to paragraphs and statistics hitherto furnished in the body of the report have been relegated to Volume II containing the supplemental statistics.

2. *Events of the year.*—The most important events of the year are summarized below :—

(i) Mr. J. Mackintosh who was appointed temporarily to the Indian Educational Service for a year from 31st December 1910 joined the staff of the Presidency College as Acting Additional Professor of English in place of Mr. Dodwell, who was on other duty in the Teachers' College, and Mr. Murray Stuart of the Geological Department joined his appointment as Professor of Geology in February last.

(ii) On the recommendation of a committee of representative gentlemen interested in education who were present at a conference held in January 1910 under the presidency of the Director of Public Instruction, Government approved of the levy of increased rates of fees for colleges and secondary schools under public management with effect from July 1911 in the case of the former and from July 1912 in the case of the latter. Meanwhile a lower scale representing an enhancement to the original scale of fees of about 50 per cent. of the increase proposed by the committee was ordered to be enforced in secondary schools under public management with effect from 1st July 1910. The noteworthy features of the revision are that the rates of fees prescribed for the Presidency College are 6¼ per cent. higher than the standard scale and that in secondary schools a uniform scale has been laid down for each department instead of for each individual class or form.

(iii) Rule 99 of the Educational Rules has been modified in the light of the revision in the fee regulations referred to above.

Rule 6 in Chapter VIII-A of the Educational Rules containing the disciplinary regulations has been slightly altered so as to allow of disciplinary action being taken against any college professor or lecturer abusing his position by inculcating opinions tending to excite feelings of political disloyalty or disaffection or discontent.

Rules 105 (ii) and 115 of the Educational Rules have been modified so as to render under certain conditions holders of secondary school leaving certificates eligible for admission into secondary training schools.

(iv) Government have approved, in their order No. 665, Educational, dated 22nd November 1910, the proposals of the Director to amend the form of the trust deed to be executed by Managers of European Schools in connection with building grants under the Code of Regulations for European Schools so as to limit the duration of the trust to twenty years.

They have also reduced in G.O. No. 419, Educational, dated 18th July 1910, the minimum age of cadets prescribed in Article 43 of the above Code from 14 to 13.

3. *General Statistics.*—From the supplemental statistics furnishing particulars as to the number and strength of institutions of all classes and grades at the close of the year it will be observed that there was a trifling increase in the number and strength of public institutions and in the strength only of private institutions. Among public institutions colleges and non-European secondary schools contributed to the fall in strength, while the latter class of schools also accounted for the decrease in the number of institutions. Non-European elementary schools both for boys and girls showed an advance in both respects, while, on the other hand, the European primary schools retrograded as regards both their number and strength. Among private institutions the Quran schools and schools classed as "other schools not conforming to departmental standards" lost both in number and strength. The above variations have been explained in the paragraphs that follow.

The proportion of scholars to population of school age fell, as might be expected, both under males and females, in the one case from 34·7 to 33·3 and in the other case from 6·8 to 6·7.

As observed last year both municipal and non-municipal areas shared the increase in the total number of institutions and scholars.

The total expenditure for the year on education amounted to Rs. 1,27,67,506, of which public funds contributed 45 per cent., fees 29 per cent. and other sources 26 per cent. These percentages are the same as those of the previous year although the total expenditure has risen by 7 per cent.

Including the figures relating to the Medical College and schools but excluding those relating to the Lawrence Asylum, Ootacamund, Provincial receipts aggregated Rs. 2,68,548 and the charges Rs. 47,22,386 against Rs. 2,18,422 and Rs. 42,98,522, respectively, in the previous year. The increase in receipts was mainly due to the inclusion in the educational accounts of the receipts of the industrial schools which were, till the close of 1910, under the control of the Director of Industries. The increase under charges was brought about by the larger expenditure on buildings, grants-in-aid and industrial schools.

The expenditure under 22. Education together with that of industrial schools shown under 26. Scientific, etc., Departments and printing at private presses was Rs. 40,72,503. This amount which agrees with the Accountant-General's final statements is arrived at by deducting from the gross expenditure of Rs. 47,22,386 the sum of Rs. 2,43,312 spent on the Medical College and schools and debited to 24. Medical and also Rs. 4,06,571 spent by the Public Works Department on educational buildings.

The net Provincial expenditure was Rs. 44,53,838, of which Rs. 2,07,204 was the net cost of the Medical College and schools including scholarships and Rs. 4,06,571 outlay on Government buildings. The net expenditure under 22. Education was thus Rs. 38,40,063 which is the same as the Accountant-General's figure less Rs. 2,450, the interest on the Mangalore College and Hobart school endowments which is credited to a different major head.

Column 34 of General table 4 gives the net Provincial expenditure as Rs. 43,15,679. The difference between this figure and the net expenditure given above; viz., Rs. 38,40,063, is explained by the addition to the former of Rs. 2,00,068 (Rs. 8,710 contribution to Municipal Boards and Rs. 1,91,358 contribution to Local Boards) and the deduction from the total of Rs. 6,75,684, (Rs. 2,07,204, net cost of the Medical College and schools including scholarships; + Rs. 4,06,571, expenditure on educational buildings; + Rs. 48,000, grant to

Lawrence Asylum, Ootacamund; + Rs. 2,100, grants to Orphanages; + Rs. 11,809, surplus fees of the Law College).

4. *Controlling Agencies.*—Dr. Bourne who was in charge of the department til the 12th October 1910, when he went on leave, made three tours of which one was connected with the University inspection. After I assumed charge, I made five tours of which two were made in connection with the University inspection of colleges and the third in connection with the Conference at Allahabad held in February last under the presidency of the Hon'ble Mr. Butler. Statements showing the work done by the inspecting officers of the various grades are given in the supplementary statistics. Their work was on the whole satisfactory.

5. *Collegiate Education.*—No new University Regulations of any moment were sanctioned during the year. The University Inspection Committee accompanied by the Director of Public Instruction visited the affiliated colleges during the year and copies of their inspection reports were furnished to the Director in the case of Government colleges. The remarks and suggestions contained in them have received all possible attention and special reports detailing the action taken on them are being furnished to the Syndicate. Improvements were being effected, as far as practicable, under staff, establishment, general and laboratory accommodation, equipment, etc., in the colleges under departmental management, and the Presidency College was rendered fit at the close of the year to commence the new Honours courses in the various subjects in which it has been affiliated.

Except the Matriculation and the Intermediate examinations and the examinations in Law and Medicine, all the examinations conducted by the University were held under the revised regulations after the close of the year. Hence the statistics furnishing a summary of the results of these examinations are incomplete.

There were 3,741 students on the rolls of the Arts Colleges at the close of the year, or 207 fewer than in the previous year, the decrease having been shared by both the first and second grade colleges. Thirty-two female students were pursuing University courses and they were all found in the colleges for men, the Presidency College alone claiming the largest number, viz., 17. Forty-five students or three more than in the previous year were pursuing post-graduate courses, of whom 31 were in the Presidency College, 12 in the Christian College and 2 in St. Joseph's College, Trichinopoly.

Sanction was accorded before the close of the year to the re-organization of the Teachers' College, Saidapet, in view to its meeting the requirements of the revised L.T. Regulations and to the transfer of the L.T. section of the Training College, Rajahmundry, to Saidapet.

6. *Secondary Education.*—The year has been one of great importance, as it has been marked by great improvements in equipment, classification of pupils and curricula to meet the requirements of the Secondary School Leaving Certificate Scheme, the first examination under which was held in March 1911. It is too early as yet to estimate fully the educational results of the new scheme; but its beneficial influence is already clearly perceptible in the more regular attendance it has secured in schools, the greater regard shown to the teacher and the larger attention paid to his teaching by the pupils. Cramming for an all-important extraneous examination has been greatly reduced; habits of intelligent attention, carefulness and neatness of execution have been promoted; greater scope has been given to individual aptitudes and tastes and more attention has been paid to physical training and drawing.

For the public examination 7,377 candidates including 102 girls were presented by 173 institutions and the certificates of 7,253 were completed by the signature of the Secretary to the Board. A novel feature of this examination was that each pupil sat for it in his own school.

In the number of institutions there was a decline from 362 to 349, due to the conversion of weak incomplete secondary into complete elementary schools. There was a corresponding fall in strength from 101,082 to 96,074. Madras, as in the previous year, had the highest proportion of boys under instruction to the male population of school age, while the lowest place was occupied by Anantapur.

This diminution in numbers is not to be regretted if it is symptomatic of consolidation and systematisation of secondary education. That this is so, I think, is suggested by a rise in the number of teachers from 4,242 to 4,250, although their qualifications remained practically the same. There is also a marked increase in the number of children in classes below the first form.

7. *Elementary Education.*—Judged by the increase in the number and strength of schools for boys elementary education may be considered to have progressed during the year, there having been 333 more schools and 33,551 more pupils, of whom 29,142 were males. Higher elementary schools as well as lower elementary schools with standards below the fourth had an accession both to their number and strength, while schools having standards up to the fourth sustained a fall in their number only, but what is more important gained in strength. The increase in the number of higher elementary schools was due partly to the conversion of seven incomplete secondary schools into higher elementary schools and partly to the opening of the fifth standard in some of the lower grade schools. Government are already aware of the conditions which retard the development of elementary schools with standards higher than the third, and proposals have been made in my letter R.C. No. 6664/10, dated 23rd January 1911, for the partial removal of the disabilities from which these schools suffer.

Special attention is being paid to Teachers' Associations and central classes organized through the efforts of the inspecting officers, and the improvement, though slight, visible in the quality of instruction imparted in, and in the equipment and accommodation of elementary schools must be attributed chiefly to the working of the above agencies. In Madras popular weekly lectures in scientific and other subjects within the scope of the elementary scheme of studies have been organized under the auspices of the Madras Teachers' Guild and they are, it is reported, greatly appreciated and largely attended.

8. *Special Education.*—Particulars furnishing the number and strength of schools and classes for special education are given in the supplemental statistics; the increase of 50 in their number is due mainly to the inclusion of the statistics of industrial schools, the control of which was retransferred to this department on the 1st January last. The training schools both for masters and mistresses continued to work on the same lines as before, and the schemes submitted for their re-organization in view to increased efficiency were still pending before Government at the close of the year. A smaller number of sessional schools was at work during the year and a smaller number of teachers was admitted into them. These schools are at best a makeshift, but in the present state of development of elementary education they cannot be dispensed with. Some Boards have employed better paid teachers for them with encouragingly good results. The School of Arts, the Reformatory School, Chingleput, and the School of Commerce, Calicut, worked satisfactorily during the year and in the last-named institution a special class was opened in January 1910 for the training of graduates and undergraduates for employment as commercial instructors in secondary schools to teach commercial subjects under Group C of the scheme for the award of secondary school leaving certificates.

The Department of Industries, which was placed under the control of the Director of Public Instruction at the beginning of the last quarter of the year, has been strengthened by the creation of the posts of Dyeing and Tanning Experts, and Dr. Marsden and Mr. Guthrie have respectively been appointed to them. The former joined duty on the 25th March last. The office of Weaving Expert has remained vacant since Mr. Dewal's services were dispensed with in December last. During the year the Weaving Factory at Salem was closed owing to an outbreak of plague, and the Weaving Assistant in charge has been allowed to work in the Superintendent's office at Madras tentatively and to carry on experiments with ramie fibre, etc. Two of the high class industrial schools were under the direct management of Government, viz., the Technical Institute, Madura, and the Technical Institute, Tinnevelly, but the latter has since been closed. A scheme for the reorganization of the Madura Institute is under the consideration of Government. The number of industrial institutions for which returns have been received was at

the close of the year 42 with 2,161 pupils as against 41 and 2,071 on the 31st March 1910. Of these, nineteen were girls' schools with 776 pupils who were taught mainly lace-making. In the boys' schools carpentry in some form or other was the chief subject taught, but it is reported that no less than forty other subjects were taken up in them under the operation of the scheme of Government Technical examinations much to the detriment of the efficiency of the schools. It is further reported that there was no appreciable increase in the number of pupils in the intermediate and advanced classes and that consequently no material progress in industrial training can be recorded.

9. *Female Education.*—The education of Non-European girls showed a marked advance during the year as was evidenced by the increase both in the number and strength of schools intended for them, the returns showing an addition of 60 schools and over 6,700 pupils, while the total number of girls under instruction in all classes of schools also rose by over 11,000. The progress would have been even greater but for the dearth of qualified female teachers which stands in the way of the development of girls' schools to the extent desired. It is hoped that the proposed reorganization of the Government Training Schools for Mistresses and accession to their number which has just been sanctioned will increase the supply of qualified women and accelerate the replacement by them of men as teachers in girls' schools. There has still been little indication of any tendency on the part of native girls to pursue their education beyond the elementary stage. Since the close of the year, the question of the further expansion of female education has engaged the attention of the Government of India who have called for proposals in this direction in the form of a ten years' programme.

10. *European Education.*—The total number of institutions at the close of the year was 86 as against 87 in the previous year. The total strength of the schools however increased slightly by 46 pupils.

The Inspector makes the following remarks :—

> The number of teachers who have passed no examination increased from 40 to 63, a very unsatisfactory tendency, which is attributed partly to the fact that teachers may receive a certificate under the Code of Regulations for European schools without undergoing any systematic course in a training school or college and partly because there is no training school exclusively for European teachers in the Madras Presidency—a deplorable state of affairs where there are 86 institutions to be staffed with teachers.

The Inspector suggests the opening of a training school in connection with the Lawrence Asylum Schools at Lovedale. The desirability and feasibility of adopting his suggestion will be considered.

The results of the European School and Scholarship Examinations were somewhat better than those of last year.

The Inspector is of opinion that the existence of the Middle and High school examinations is pernicious, "since the examinations dominate the courses of study adopted in schools and tend to the perpetuation of a system of cram, to the adoption of unsuitable curricula and to the endeavour to teach children beyond their capabilities." As a remedy for these defects it is suggested that a modified form of the secondary school leaving certificate might be introduced into European schools. I am in general agreement with the Inspector but I think that in the present state of European schools few of them are fit for a secondary school leaving certificate scheme.

The most common defect in the teaching seems to be that the practical aspect of technical and industrial subjects is neglected. The instruction is too theoretical. Mr. Littlehailes complains :—

> Science is taught without a laboratory. Domestic economy is taught mainly when not entirely from books. Cookery is generally not taught at all. Book-keeping, Commercial Correspondence, Shorthand and Typewriting are scarcely taught at all.

The total expenditure in European institutions which was Rs. 8,54,651 in 1909–1910 rose to Rs. 9,22,797 towards which public funds contributed Rs. 2,90,801 or 32 per cent., fees Rs. 1,52,229 or 16 per cent., and private funds Rs. 4,79,767 or 52 per cent., the corresponding percentages in 1909–1910 being 32, 20 and 48, respectively.

11. *Education of Muhammadans.*—The increase during the year in the total number of Muhammadan pupils under instruction in all classes and grades of institutions may be taken as evidence of the increasing educational activity of this class of the community notwithstanding the fall in the number of schools specially intended for them. This fall was however confined to private schools, which are generally of an ephemeral character. The condition of education in the Laccadive Islands continued to be satisfactory according to the report furnished by the Collector of Malabar.

12. *Education of Panchamas.*—Judged by the number of pupils under instruction on the 31st March last, Panchamas may be considered as having made satisfactory advance during the year, though the number of schools specially intended for them fell in number. The decrease occurred under public schools classed as unaided elementary schools, the number and strength of which are always subject to fluctuation.

13. *Education of the Aboriginal and hill tribes.*—According to the annual returns, there were under instruction in all classes and grades of institutions on the 31st March last 4,639 pupils belonging to these classes against 6,212 on the 31st March 1910. This apparent decrease was presumably due to the incorrect classification adopted by the inspecting officers the previous year, as can be gathered from the fact that the number on the 31st March 1909 was only 4,377.

14. *Education of the Blind and of Deaf-mutes.*—The schools for the blind and for deaf-mutes in Tinnevelly continued to maintain their usefulness and popularity. During the year, the new buildings for the schools for the blind were completed and occupied and the staff of the school for deaf-mutes was strengthened by the arrival from England of a fully trained teacher of the deaf; who, while studying Tamil, is reported to be giving special lessons in English speech to a class of mutes.

15. *Private Institutions.*—There was a fall from 5,329 to 5,291 in the number of private institutions, but this decrease was more than counterbalanced by the increase in their strength, which rose from 127,082 to 128,163. This is a satisfactory feature as showing greater consolidation.

The Sanskrit College, Tiruvadi, which is managed by the District Board, Tanjore, has been re-organized during the year, in order to fit the institution for preparing candidates for the newly instituted examinations of the local University in Oriental languages and placed under the principalship of a Master of Arts in Sanskrit.

16. *General Remarks.*—The diagrams indicating the number of pupils under instruction in European and Non-European schools on the general and special education sides have been removed from the body of the report, but being useful they have been included in the statistical tables. In the case of Non-European institutions there was, as compared with the previous year, an increase in the numbers in the fourth-year college course only and a decrease in those in the other three classes, while in the case of secondary schools there was a decrease in the number of pupils in each of the forms and an increase in each of the lower or the preparatory classes except the fourth; similarly, each standard in elementary schools had an accession to its strength. The fall in the strength of the forms in secondary schools during the year will, it is hoped, be more than counterbalanced by the improvement in the quality of instruction imparted in such schools. The progress of elementary education as evidenced by the increase in the number of pupils pursuing it is gratifying.

Physical education continued to receive due attention, a larger number of institutions having provided for instruction in gymnastics than in the preceding year, and the statistics were also symptomatic of the increasing popularity of the hostel system and of a slight improvement in school accommodation. Considerable interest was also displayed in the holding of Educational Exhibitions and Conferences which seem to have much practical value.

Five hundred and fifty-six books were considered by the Text Book Committee during the year, and 281 were found suitable for use. Consistently with the change in the school year the meetings of the above Committee have been fixed for the second Wednesday in March and the second Wednesday in October, and it has further been resolved to publish the supplemental list of approved text books in the month of April in future instead of in December.

The Postmaster-General, Madras, observes that the system of utilizing the services of Government and Local Fund schoolmasters as branch postmasters has continued to work satisfactorily and that the number of offices in charge of such teachers has increased by 10·4 per cent.

Service registers and verified copies of them, as also inventories of valuable stock, are reported to have been properly maintained.

I have the honour to be,

Sir,

Your most obedient Servant,

J. H. STONE,
Acting Director of Public Instruction.

GENERAL TABLES.

(1)—*Abstract return of colleges, schools and scholars in the*

Area and population.			Institutions and scholars.		Public			
					Collegiate education.		School education, general.	
Total area in square miles.	Number of towns and villages.	Population.			Arts colleges.	Professional colleges.	Secondary schools.*	Primary schools.†
1	2	3	4		5	6	7	8
			Institutions	For males	30	5	558	23,426
				For females	1	...	248	900
				Total ...	31	5	806	24,326
(*a*)144,866	Towns ... ... (*b*)234	Males ... ... (*c*)20,152,916						
	Villages ...(*b*)54,625	Females ... (*c*)20,770,668	Scholars ...	Males	3,709	879	118,917	766,884
				Females	32	11	33,496	156,927
	Total ... 54,859	Total...(*d*)40,923,584						
				Total ...	3,741	890	152,413	922,911

* These relate to European and Non-European Secondary Schools and Elementary Schools with
† These relate to European Primary Schools and other Elementary Schools.
‡ Includes also Industrial Schools.
(*a*) Relates to Census Statistics of 1901.
(*b*) Relates to Census Statistics of 1901.
(*c*) Relates to the Census provisional totals of 1911.
(*d*) Excludes statistics relating to the new revenue districts of Madura, Ramnad and Tinnevelly

(2)—*Abstract return of expenditure on public instruction*

	Total direct expenditure on public instruction.						
	Collegiate education.		School education, general.		School education, special.		Total.
	Arts colleges.	Professional colleges.	Secondary schools.*	Primary schools.†	Training schools.	All other special schools.	
1	2	3	4	5	6	7	8
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1. *Institutions* ... For males	8,62,645	2,74,437	28,27,128	34,18,452	3,03,157	4,07,814	80,93,633
For females	3,624	.....	6,07,639	3,82,543	85,021	26,870	11,05,697
Total ...	8,66,269	2,74,437	34,34,767	38,00,995	3,88,178	4,34,684	91,99,330
2. (*a*) Percentage of Provincial expenditure included in columns 2—17 to total Provincial expenditure on public instruction.	6·36	4·14	12·90	26·98	7·17	5·89	63·44
(*b*) Percentage of District Fund expenditure included in columns 2—17 to total District Fund expenditure on public instruction.	.....	.....	5·62	82·74	2·26	.....	90·62
(*c*) Percentage of Municipal expenditure included in columns 2—17 to total Municipal expenditure on public instruction.	3·26	.....	10·01	76·27	·20	·14	89·88
(*d*) Percentage of total expenditure included in columns 2—17 to total expenditure on public instruction.	6·79	2·15	26·90	29·77	3·04	3·40	72·05
	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
3. Average annual cost of educating each pupil in—							
Government institutions. Cost to Provincial Revenues	237 12 7	201 4 1	15 12 1	9 7 11	133 2 9	151 14 3	35 8 7
Cost to District and Municipal Funds ...	.....	.....	.....	.....	1 3 4	0 4 9	0 1 3
Total cost ...	324 7 5	309 0 10	18 12 10	9 12 9	135 3 10	176 11 7	42 15 11
District Board institutions. Cost to Provincial Revenues	.....	.....	.....	.....	.....	.....	.....
Cost to District Funds	.....	.....	3 7 7	5 0 3	100 4 1	.....	4 15 10
Total cost ...	.....	.....	15 7 4	5 9 11	100 4 9	.....	6 9 8
Municipal institutions. Cost to Provincial Revenues	.....	.....	2 3 1	.....	.....	.....	0 9 6
Cost to Municipal Funds	65 6 0	.....	2 2 1	6 10 5	.....	.....	5 11 9
Total cost ...	147 6 11	.....	22 4 6	7 1 8	.....	.....	11 15 2
Institutions in Native States. Cost to Native State Revenues	.....	.....	.....	.....	.....	.....	.....
Cost to District and Municipal Funds ...	.....	.....	.....	.....	.....	.....	.....
Total cost ...	.....	.....	16 2 5	3 5 5	.....	.....	7 11 8
Aided institutions... Cost to Provincial Revenues	25 10 2	.....	3 10 8	1 12 9	92 11 3	15 1 3	2 5 0
Cost to District and Municipal Funds ...	.....	.....	0 2 6	0 3 2	0 2 9	.....	0 3 0
Total cost ...	194 15 10	.....	24 8 4	3 15 4	155 3 3	33 6 8	8 3 3
Unaided institutions ... ... Total cost ...	321 15 3	.....	21 15 9	2 1 4	63 0 4	26 13 10	4 13 5
All institutions ... Cost to Provincial Revenues	71 7 8	201 4 1	3 10 9	1 4 9	108 13 3	60 15 10	2 9 4
Cost to District and Municipal Funds ...	2 11 7	.....	0 10 1	1 5 0	9 2 6	0 1 9	1 3 9
Total cost ...	225 10 5	309 13	22 10 4	4 3 11	136 7 1	104 5 5	8 10 11

* These relate to European and Non-European Secondary Schools and
† These relate to European Primary Schools and other Elementary

Madras Presidency for the official year 1910–1911.

institutions.			Private institutions.				
School education, special.		Total of public institutions.	Advanced.	Elementary.	Grand Total.	Percentage of	
Training schools.	All other special schools *.						
9.	10	11	12	13	14	15	
63	73	24,155	366	4,774	29,295	Institutions to number of towns and villages ...	53·4
20	20	1,189	9	142	1,340		2·4
83	93	25,344	375	4,916	30,635		55·8
2,585	3,727	896,701	9,978	101,114	1,007,793	Male scholars to male population of school-going age ...	33·
404	891	190,861	500	16,571	207,932	Female scholars to female population of school-going age	6·
2,989	4,618	1,087,562	10,478	117,685	1,215,725		19·8

standards above the fourth.

and includes those relating to the old Revenue districts of Madura and Tinnevelly.

in the Madras Presidency for the official year 1910–1911.

Total indirect expenditure on public instruction.								Total expenditure on public instruction.
University.	Direction.	Inspection.	Scholarships.	Buildings.	Special grants for furniture and apparatus.	Miscellaneous.	Total.	
9	10	11	12	13	14	15	16	17
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1,97,669	74,821	7,40,406	1,62,946	8,81,406	39,348	14,71,580	35,68,176	1,27,67,506
0·52	1·73	17·15	2·34	10·74	0·92	3·16	36·56	100·00
.....	.....	.....	0·04	8·64	.....	0·70	9·38	100·00
.....	.....	.....	0·03	10·09	.....	.....	10·12	100·00
1·55	·59	5·80	1·28	6·90	·31	11·52	27·95	100·00

Elementary Schools with standards above the fourth.
Schools.

(3)—*Return of colleges, schools and scholars in the*

Pub

Classes of institutions.	Under public management.											
	Managed by Government.				Managed by District or Municipal Boards.				Managed by Native States.			
	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9	10	11	12	13
Collegiate education.												
Arts Colleges.												
English ... ... For boys	4	863	862	787	3	132	160	142	...	...	...	...
English ... ... For girls	...	...	...	...	...	...	...	...	...	...	...	...
Oriental	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	4	863	862	787	3	132	160	142	...	...	...	...
Colleges or departments of Colleges for professional training.												
Law	1	301	298	282	...	...	...	...	...	...	...	...
Medicine	1	260	258	245	...	...	...	...	...	...	...	...
Engineering	1	272	267	260	...	...	...	...	...	...	...	...
Teaching	2	57	65	65	...	...	...	...	...	...	...	...
Agriculture	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	5	890	888	848	...	...	...	...	...	...	...	...
School education, general.												
Secondary schools.												
For boys — High schools, English (*a*) ...	6	1,247	1,259	1,158	28	9,988	10,469	9,112	...	...	...	...
For boys — Middle schools, English (*b*) ...	2	151	157	131	58	7,592	7,730	6,665	1	122	119	105
For boys — Middle schools, Vernacular (*c*) ...	3	450	415	342	50	7,105	6,937	5,504	...	...	...	...
For girls — High schools, English (*a*) ...	3	288	307	202	...	...	...	...	...	...	...	...
For girls — High schools, Vernacular ...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Middle schools, English (*b*) ...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Middle schools, Vernacular (*c*) ...	61	9,564	9,008	6,187	7	1,071	1,002	714	...	...	...	...
Total ...	75	11,700	11,146	8,079	143	25,756	26,138	21,995	1	122	119	105
Primary schools.												
For boys (*d*)	162	8,015	7,853	6,508	3,661	207,382	203,207	165,901	7	152	151	137
For girls (*d*)	120	10,327	9,474	6,751	29	2,297	2,042	1,568	1	78	77	49
Total ...	282	18,342	17,327	13,259	3,690	209,679	205,249	167,469	8	230	228	186
School education, special.												
Schools for special instruction.												
Training schools for masters	31	1,784	1,663	1,532	17	283	237	228	...	...	...	...
Do. for mistresses	5	129	128	124	...	...	...	...	...	...	...	...
School of Arts	1	429	414	375	...	...	...	...	...	...	...	...
Law schools	...	...	...	...	...	...	...	...	...	...	...	...
Medical schools	4	362	351	335	...	...	...	...	...	...	...	...
Engineering and Surveying schools ...	...	...	...	...	...	...	...	...	...	...	...	...
Technical and Industrial schools (*f*) ...	2	126	116	90	...	...	...	...	...	...	...	...
Commercial schools	1	210	310	271	...	...	...	...	...	...	...	...
Agricultural schools	...	...	...	...	...	...	...	...	...	...	...	...
Reformatory schools	1	242	239	239	...	...	...	...	...	...	...	...
Other schools (*e*)	1	76	80	57	3	56	63	33	...	...	...	...
Total ...	46	3,358	3,292	3,023	20	294	300	261	...	...	...	...
Total of Colleges and Schools of Public Instruction ...	412	35,153	33,515	25,996	3,856	235,861	231,847	189,867	9	352	347	291
Private institutions.												
1. Advanced, teaching—												
(*a*) Arabic or Persian For boys ...	...	...	...	...	...	...	...	...	...	...	...	...
(*a*) Arabic or Persian For girls ...	...	...	...	...	...	...	...	...	...	...	...	...
(*b*) Sanskrit ... For boys ...	...	...	...	...	...	...	...	...	...	...	...	...
(*b*) Sanskrit ... For girls ...	...	...	...	...	...	...	...	...	...	...	...	...
(*c*) Any other Oriental classic ...	...	...	...	...	...	...	...	...	...	...	...	...
2. Elementary, teaching—												
A vernacular only or mainly—												
For boys	...	...	...	...	...	...	...	...	...	...	...	...
For girls	...	...	...	...	...	...	...	...	...	...	...	...
3. Elementary, teaching the Qurán—												
For boys	...	...	...	...	...	...	...	...	...	...	...	...
For girls	...	...	...	...	...	...	...	...	...	...	...	...
4. Other schools not conforming to departmental standards—												
For boys	...	...	...	...	...	...	...	...	...	...	...	...
For girls	...	...	...	...	...	...	...	...	...	...	...	...
Total of Private Institutions ...	...	...	...	...	...	...	...	...	...	...	...	...
Grand total ...	412	35,153	33,515	25,996	3,856	235,861	231,847	189,867	9	352	347	291

(*a*) European High Schools and Non-European Secondary Schools with forms higher than the third.
(*b*) European Middle Schools, Non-European Secondary Schools with no forms higher than the third, and also Preparatory Secondary schools with classes up to the fourth.
(*c*) Elementary Schools with standards above the fourth.

Madras Presidency for the official year 1910–1911.

Instruction.													
Under private management.								Grand total of institutions.	Grand total of scholars on the 31st March.	Number of scholars on the 31st March learning			
Aided by Government or by District or Municipal Boards.				Unaided.						English.		A classical language.	
Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.			Boys.	Girls.	Boys.	Girls.
14	15	16	17	18	19	20	21	22	23	24a	24b	25a	25b
20	2,634	2,706	2,400	3	110	108	107	30	3,739	3,128	29	186	5
1	2	3	3	...	...	...	...	1	2	...	2	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
21	2,636	2,709	2,403	3	110	108	107	31	3,741	3,128	31	186	5
...	...	...	...	...	...	...	...	1	301	301	...	...	...
...	...	...	...	...	...	...	...	1	260	249	11	...	...
...	...	...	...	...	...	...	...	1	272	272	...	...	...
...	...	...	...	...	...	...	...	2	57	57	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	..	...	5	890	879	11	...	...
115	49,388	49,706	44,033	23	9,099	9,114	8,088	172	69,722	63,855	350	6,754	48
117	16,618	16,564	13,997	34	5,076	5,004	4,343	212	29,559	24,295	780	973	44
112	13,677	13,453	10,984	9	524	505	446	174	21,756	8,576	452	250	...
28	3,505	3,553	3,072	1	55	52	44	32	3,848	334	3,299	78	875
...	...	...	...	...	...	...	...	...	...	...	...	...	...
29	2,588	2,484	2,142	1	228	224	199	30	2,816	283	2,199	13	133
113	13,564	13,117	10,557	5	513	494	397	186	24,712	263	4,841	6	4
514	99,340	98,877	84,785	73	15,495	15,393	13,517	806	152,413	97,606	11,921	8,054	1,104
15,030	532,362	518,858	435,048	4,566	118,479	112,596	96,341	23,426	866,390	25,139	1,799	23,750	6,044
645	39,230	37,463	28,318	105	4,589	4,257	3,420	900	56,521	527	2,666	497	3,054
15,675	571,592	556,321	463,366	4,671	123,068	116,853	99,761	24,326	922,911	25,666	4,465	24,247	9,098
14	542	504	468	1	45	36	34	63	2,609	118	...	...	...
14	237	263	250	1	14	14	14	20	380	...	51	...	...
...	...	...	...	...	...	...	...	1	429	80	18	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	4	362	333	29	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
31	1,733	1,532	1,341	11	379	206	187	(g) 44	2,238	209	105	...	...
...	...	...	...	...	...	...	...	1	210	172	2	...	...
1	12	10	9	...	...	...	...	1	12	...	...	...	...
...	...	...	...	...	...	...	...	1	242	...	...	...	...
5	181	188	124	32	812	729	662	(h) 41	1,125	963	55	...	...
65	2,705	2,497	2,192	45	1,250	985	897	176	7,607	1,875	260	...	...
16,275	676,273	660,404	552,746	4,792	139,923	133,339	114,282	25,344	1,087,562	129,154	16,688	32,487	10,207
...	...	...	...	...	...	...	...	98	4,745	29	...	4,622	107
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	261	5,075	54	2	4,998	67
...	...	...	...	...	...	...	...	9	321	...	...	7	307
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	2,813	60,698	1,264	17	547	134
...	...	...	...	...	...	...	...	7	177	...	...	...	14
...	...	...	...	...	...	...	...	853	30,469	...	...	26,394	8,008
...	...	...	...	...	...	...	...	131	4,692	...	...	548	3,594
...	...	...	...	...	...	...	...	1,115	21,929	221	1	1,007	136
...	...	...	...	...	...	...	...	4	57	...	...	12	33
...	...	...	...	...	...	...	...	5,291	128,163	1,568	20	38,135	12,400
16,275	676,273	660,404	552,746	4,792	139,923	133,339	114,282	30,635	1,215,725	130,722	16,708	70,622	22,607

(*d*) European Primary schools, Elementary schools with standards up to and including the fourth and other Elementary Schools.
(*e*) These relate to Higher class Technical or Art schools.
(*f*) These relate to Lower class Technical or Art schools and also all Industrial Schools.
(*g*) Of these 19 schools with 776 pupils were for girls.
(*h*) Of these one school with 55 girls and 15 boys was for girls.

(3)—*Return of colleges, schools and scholars in the Madras Presidency for the official year* 1910–1911—continued.

Classes of institutions.	Number of scholars on the 31st March learning—*cont.* A vernacular language.		Classification of scholars on the 31st March according to race or creed.								Number of girls in boys' schools.	Number of boys in girls' schools.
					Hindus.							
	Boys.	Girls.	Europeans and Eurasians.	Native Christians.	Brahmans.	Non-Brahmans.	Muhammadans.	Buddhists.	Parsis.	Others.		
	26*a*	26*b*	27	28	29	30	31	32	33	34	35	36
Collegiate education.												
Arts Colleges.												
English ... ... For boys...	2,007	16	30	335	2,562	753	59	...	...	...	30	...
English ... ... For girls...	...	2	...	2	...	...	...	...	...	...	...	...
Oriental	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	2,007	18	30	337	2,562	753	59	...	...	...	30	...
Colleges or departments of Colleges for professional training.												
Law	...	...	1	9	228	59	4	...	...	...	...	...
Medicine	...	...	21	44	107	80	4	...	1	3	11	...
Engineering	...	...	19	12	216	24	1	...	...	...	...	...
Teaching	...	...	1	7	47	2	...	...	...	...	...	...
Agriculture	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	...	...	42	72	598	165	9	...	1	3	11	...
School education, general.												
Secondary schools.												
For boys. High schools. English ...	63,629	451	1,729	6,431	32,946	24,333	4,228	16	21	18	525	...
For boys. Middle schools. English ...	27,282	719	1,532	2,464	10,549	13,637	1,329	...	26	22	1,078	...
For boys. Middle schools. Vernacular ...	20,083	2,338	28	4,156	2,864	12,435	2,198	...	...	75	2,259	...
For girls. High schools. English ...	119	2,075	1,447	1,859	88	429	9	...	13	3	...	346
For girls. High schools. Vernacular ...	...	...	...	...	...	...	...	...	...	...	...	...
For girls. Middle schools. English ...	104	1,878	1,103	1,211	72	412	5	...	9	4	...	292
For girls. Middle schools. Vernacular ...	1,036	23,448	34	4,890	5,708	13,392	674	...	7	7	...	1,104
Total ...	112,253	30,909	5,873	21,011	52,227	64,638	8,443	16	76	129	3,862	1,742
Primary schools.												
For boys	768,295	102,588	568	61,691	73,665	641,318	82,698	2	46	6,402	103,190	...
For girls	3,481	52,293	474	8,339	9,444	31,910	6,245	...	8	101	...	3,684
Total ...	771,776	154,881	1,042	70,030	83,109	673,228	88,943	2	54	6,503	103,190	3,684
School education, special.												
Schools for special instruction.												
Training schools for masters	2,467	24	1	631	879	930	155	11	...	11	24	...
Do. for mistresses	...	329	38	267	3	45	27	...	...	...	...	...
School of Arts	331	...	16	50	10	342	7	4	...	...	18	...
Law schools	...	...	...	...	...	...	...	...	...	...	...	...
Medical schools	...	...	63	65	107	109	17	1	...	...	29	...
Engineering and Surveying schools ...	...	...	...	...	...	...	...	...	...	...	...	...
Technical and Industrial schools ...	1,242	682	113	1,187	102	543	292	...	...	1	11	...
Commercial schools	36	...	4	13	115	44	33	...	...	1	2	...
Agricultural schools	12	...	...	12	...	...	...	...	...	...	...	...
Reformatory schools	242	...	...	11	3	199	29	...	...	...	...	...
Other schools	107	...	66	64	676	301	18	...	...	...	...	15
Total ...	4,437	1,035	301	2,300	1,886	2,513	578	16	...	13	84	15
Total of Colleges and Schools of Public Instruction ...	890,473	186,843	7,288	93,750	140,382	741,297	98,032	34	131	6,648	107,177	5,441
Private institutions.												
1. Advanced, teaching—												
(*a*) Arabic or Persian For boys ...	461	49	...	...	...	...	4,745	...	...	...	107	...
(*a*) Arabic or Persian For girls ...	...	...	...	...	...	...	...	...	...	...	...	...
(*b*) Sanskrit ... For boys ...	745	41	...	...	4,094	961	20	...	...	...	73	...
(*b*) Sanskrit ... For girls ...	7	232	...	...	248	73	...	...	...	...	...	7
(*c*) Any other Oriental classic ...	...	...	...	...	...	...	...	...	...	...	...	...
2. Elementary, teaching—												
A vernacular only or mainly—												
For boys	58,352	3,012	...	913	2,750	54,479	2,519	...	...	37	3,007	...
For girls	...	177	...	19	23	42	93	...	...	...	...	...
3. Elementary, teaching the Quran—												
For boys	3,576	339	...	...	...	...	30,469	...	...	...	8,133	...
For girls	169	1,908	...	...	...	...	4,692	...	...	...	...	625
4. Other schools not conforming to departmental standards—												
For boys	20,030	1,033	...	215	1,870	18,302	1,529	...	...	13	1,148	...
For girls	12	45	...	...	7	...	50	...	...	...	...	12
Total of Private Institutions ...	83,352	6,836	...	1,147	8,992	73,857	44,117	...	...	50	12,468	644
Grand total ...	973,825	193,679	7,288	94,897	149,374	815,154	142,149	34	131	6,698	119,645	6,085

(3a)—*Number of scholars on the 31st March 1911, classified according to sex, race or creed.*

Classes of institutions.			Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.
					Brahmans.	Non-Brahmans.				
1			2	3	4	5	6	7	8	9
Arts Colleges—										
Collegiate education.	English — For boys	Male	21	320	2,559	750	59	...	...	...
		Female	9	15	3	3	...	...	...	...
	English — For girls	Male	...	...	...	...	...	...	...	...
		Female	...	2	...	...	...	...	...	...
	Oriental	Male	...	...	...	...	...	...	...	...
		Female	...	...	...	...	...	...	...	...
	Colleges for professional training—									
	Law	Male	1	9	228	59	4	...	...	...
		Female	...	...	...	...	...	...	...	...
	Medicine	Male	13	43	107	78	4	...	1	3
		Female	8	1	...	2	...	...	...	...
	Engineering	Male	19	12	216	24	1	...	...	...
		Female	...	...	...	...	...	...	...	...
	Teaching	Male	1	7	47	2	...	...	...	...
		Female	...	...	...	...	...	...	...	...
	Agriculture	Male	...	...	...	...	...	...	...	...
		Female	...	...	...	...	...	...	...	...
	Total		72	409	3,160	918	68	...	1	3
Secondary schools—										
School education, general.	For boys. — High schools, English (*a*)	Male	1,596	6,250	32,824	24,248	4,228	16	17	18
		Female	133	181	122	85	...	...	4	...
	Middle schools do. (*b*)	Male	981	2,353	10,369	13,412	1,328	...	16	22
		Female	551	111	180	225	1	...	10	...
	Do. Vernacular (*c*)	Male	28	3,230	2,499	11,478	2,193	...	...	74
		Female	5	926	365	957	5	...	...	1
	For girls. — High schools, English (*a*)	Male	199	65	29	48	4	...	...	1
		Female	1,248	1,794	59	381	5	...	13	
	Do. Vernacular.	Male	...	...	...	...	...	...	...	...
		Female	...	...	...	...	...	...	...	...
	Middle schools, English (*b*)	Male	266	10	2	7	...	...	6	1
		Female	837	1,201	70	405	5	...	3	3
	Do. Vernacular. (*c*)	Male	7	373	163	486	70	...	1	4
		Female	7	4,517	5,545	12,906	604	...	6	3
	Primary schools—									
	For boys (*d*)	Male	347	45,777	56,924	581,215	72,724	1	44	6,171
		Female	221	15,914	16,744	60,103	9,974	1	2	231
	For girls (*d*)	Male	203	782	249	1,871	563	...	...	16
		Female	271	7,557	9,195	30,039	5,682	...	8	85
	Total		6,915	91,041	135,336	737,866	97,386	18	130	6,632
Schools for special instruction—										
School education, special.	Training schools for masters	Male	1	614	870	923	155	11	...	11
		Female	...	17	...	7	...	...	...	...
	Training schools for mistresses	Male	...	...	...	...	...	...	...	...
		Female	38	267	3	45	27	...	...	...
	School of Arts	Male	6	46	10	338	7	4	...	...
		Female	10	4	...	4	...	...	...	...
	Law schools	Male	...	...	...	...	...	...	...	...
		Female	...	...	...	...	...	...	...	...
	Medical schools	Male	50	50	106	109	17	1	...	...
		Female	18	15	1	...	...	...	...	...
	Engineering and Surveying schools.	Male	...	...	...	...	...	...	...	...
		Female	...	...	...	...	...	...	...	...
	Technical and Industrial schools. (*e*)	Male	7	663	90	466	234	...	...	1
		Female	106	524	12	77	58	...	...	...
	Commercial schools	Male	4	13	114	44	32	...	...	1
		Female	...	...	1	...	1	...	...	...
	Agricultural schools	Male	...	12	...	...	...	...	...	...
		Female	...	...	...	...	...	...	...	...
	Reformatory schools	Male	...	11	3	199	29	...	...	...
		Female	...	...	...	...	...	...	...	...
	Other schools (*f*)	Male	21	60	676	285	18	...	...	...
		Female	45	4	...	16	...	...	...	...
	Total		301	2,300	1,886	2,513	578	16	...	13
Total of Colleges and Schools of Public Instruction.			7,288	93,759	140,382	741,297	98,032	34	131	6,648
Private institutions.	1. Advanced, teaching—									
	(*a*) Arabic or Persian for boys.	Male	...	...	...	...	4,638	...	...	...
		Female	...	...	...	...	107	...	...	...
	(*b*) Arabic or Persian for girls.	Male	...	...	...	...	...	...	...	...
		Female	...	...	...	...	...	...	...	...
	(*c*) Sanskrit for boys	Male	...	...	4,065	917	20	...	...	...
		Female	...	...	29	44	...	...	...	...
	(*d*) Sanskrit for girls	Male	...	...	7	...	...	...	...	...
		Female	...	...	241	73	...	...	...	...
	(*e*) Any other Oriental classic.	Male	...	...	...	...	...	...	...	...
		Female	...	...	...	...	...	...	...	...
	2. Elementary, teaching— A Vernacular only or mainly— For boys	Male	...	771	2,504	52,919	2,367	...	...	30
		Female	...	142	246	2,460	152	...	...	7
	For girls	Male	...	...	...	...	...	...	...	...
		Female	...	19	23	42	93	...	...	...
	3. Elementary, teaching the Quran only— For boys	Male	...	...	...	...	22,336	...	...	...
		Female	...	...	...	...	8,133	...	...	...
	For girls	Male	...	...	...	...	625	...	...	...
		Female	...	...	...	...	4,067	...	...	...
	4. Other schools not conforming to departmental standards— For boys	Male	...	189	1,730	17,498	1,353	...	...	11
		Female	...	26	140	804	176	...	...	2
	For girls	Male	...	...	...	...	12	...	...	...
		Female	...	...	7	...	38	...	...	...
	Total of private institutions		...	1,147	8,992	73,857	44,117	...	...	50
	Grand total		7,288	94,897	149,374	815,154	142,149	34	131	6,698

(*a*) European High schools and Non-European Secondary schools having forms above the third.
(*b*) European Middle schools, Non-European Secondary schools with no forms higher than the third and also Preparatory Secondary schools with classes up to the fourth.
(*c*) Elementary schools with standards above the fourth.
(*d*) European Primary schools and other Elementary schools.
(*e*) These relate to Lower class Technical or Art schools and also Industrial schools.
(*f*) These relate to Higher class Technical or Art schools.

(3b)—*Return of European colleges and schools, and scholars*

Classes of institutions.	Public															
	Under public management.												Under private			
	Managed by Government.				Managed by District or Municipal Boards.				Managed by Native States.				Aided by Government or by District or Municipal Boards.			
	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Arts Colleges.																
Collegiate education. — English — For boys	...	...	...	...	...	...	...	...	...	...	...	...	1	9	9	7
Collegiate education. — English — For girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...	...	...	...	1	9	9	7
Secondary schools.																
School education, general. — For boys... — High schools, English...	2	306	306	278	...	...	...	...	...	...	..	...	10	1,315	1,261	1,125
School education, general. — For boys... — Middle schools, English ...	..	...	...	...	...	...	...	...	...	...	...	...	23	1,586	1,544	1,320
School education, general. — For girls... — High schools, English...	1	146	153	125	...	...	...	...	...	...	...	...	13	1,376	1,387	1,201
School education, general. — For girls... — Middle schools, English ...	...	...	...	...	...	...	...	...	...	...	...	...	16	1,148	1,098	937
Total ...	3	452	459	403	...	...	...	...	...	...	...	...	62	5,425	5,250	4,583
Primary schools.																
School education, general. — For boys	...	...	...	...	...	...	..	...	...	...	...	...	7	458	447	358
School education, general. — For girls	...	...	...	...	...	...	...	...	...	...	...	...	11	485	505	416
Total ...	...	...	...	...	...	...	...	...	...	...	...	...	18	943	952	774
Schools for special instruction.																
School education, special. — Industrial schools * ...	...	...	...	...	...	...	...	...	...	...	...	...	(a) 1	103	94	77
School education, special. — Other schools †	...	...	...	...	...	...	...	...	...	...	...	...	(a) 1	70	60	22
Total ...	...	...	...	...	...	...	...	...	...	...	...	...	2	173	154	99
Total of public institutions	3	452	459	403	...	...	...	...	...	...	...	...	82	6,550	6,365	5,463
Private Institutions	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total of Private Institutions ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Grand total ...	3	452	459	403	...	...	...	...	...	...	...	...	83	6,550	6,36	5,463

* These relate to Industrial schools.

† These relate to Higher class Technical or Art schools.

in the Madras Presidency for the official year 1910–1911.

institutions.															
management.															
Unaided.						Number of scholars on the 31st March learning			Classification of scholars on the 31st March according to race or creed.						
Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Grand total of institutions.	Grand total of scholars on the 31st March.	English.	A classical language.	A vernacular language.	Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Others.	Number of girls in boys' schools.	Number of boys in girls' schools.
18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
...	...	...	...	1	9	9	6	3	6	3	...	...	...	5	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	1	9	9	6	3	6	3	...	...	...	5	...
...	...	...	...	12	1,621	1,621	752	737	1,517	76	13	2	13	147	...
...	...	...	...	23	1,586	1,586	155	612	1,506	26	19	6	29	574	...
...	...	...	...	14	1,522	1,522	825	24	1,395	54	54	4	15	...	232
...	...	...	...	16	1,148	1,148	146	521	1,103	26	8	2	9	...	274
...	...	...	...	65	5,877	5,877	1,878	1,894	5,521	182	94	14	66	721	506
...	...	...	...	7	458	458	...	136	441	12	1	...	4	215	...
...	...	...	...	11	485	485	20	14	468	3	6	3	5	...	202
...	...	...	...	18	943	943	20	150	909	15	7	3	9	215	202
...	...	...	...	1	103	95	...	8	93	10	...	...	...	...	...
...	...	...	...	1	70	70	...	...	60	4	6	...	...	...	15
...	...	...	...	2	173	165	...	8	153	14	6	...	...	...	15
...	...	...	...	86	7,002	6,994	1,904	2,055	6,539	214	107	17	75	941	723
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	86	7,002	6,994	1,904	2,055	6,539	214	107	17	75	941	723

(*a*) All these are girls' schools with 158 girls and 15 boys.

(4)—*Return of expenditure on public instruction*

Objects of expenditure.	Public										
	Under public										
	Managed by Government.							Managed by District or			
	Provincial revenues.	District funds.	Municipal funds.	Fees.	Subscriptions	Endowments and other sources.	Total.	Provincial revenues.	District funds.	Municipal funds.	Fees.
1	2	3	4	5	6	7	8	9	10	11	12
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Collegiate education. *Arts colleges*— English for boys	2,04,972	...	...	72,280	...	(a) 2,435	2,79,687	...	...	10,460	12,770
Collegiate education. *Arts colleges*— English for girls	...	...	...	...	...	...	...	...	...	...	...
Collegiate education. *Arts colleges*— Oriental	...	...	...	...	...	...	...	...	...	...	...
Collegiate education. *Colleges or departments of colleges for professional training*— Law	...	...	...	(b) 40,260	...	13	40,273	...	...	...	...
Collegiate education. *Colleges or departments of colleges for professional training*— Medicine	61,894	...	...	30,709	...	546	93,149	...	...	...	...
Collegiate education. *Colleges or departments of colleges for professional training*— Engineering	86,895	...	...	21,369	...	(c) 2,001	1,10,265	...	...	...	...
Collegiate education. *Colleges or departments of colleges for professional training*— Teaching	29,924	...	...	360	...	466	30,750	...	...	...	...
Collegiate education. *Colleges or departments of colleges for professional training*— Agriculture	...	...	...	...	...	...	...	...	...	...	...
Collegiate education. Total	3,83,685	...	...	1,64,978	...	5,461	5,54,124	...	...	10,460	12,770
School education, general. *Secondary schools*— For boys... High schools, English*	(d) 69,803	...	...	25,214	...	1,319	(b) 96,336	14,624	6,507	...	(f) 2,38,005
School education, general. *Secondary schools*— For boys... Middle schools. English †	2,671	...	...	369	...	...	3,040	3,418	15,754	4,933	1,07,292
School education, general. *Secondary schools*— For boys... Middle schools. Vernacular‡	2,983	...	...	1,187	...	...	4,170	...	37,708	6,202	12,063
School education, general. *Secondary schools*— For girls... High schools. English *...	(g) 19,500	...	...	1,328	...	...	(h) 20,828	...	...	...	...
School education, general. *Secondary schools*— For girls... High schools. Vernacular.	...	...	...	...	...	...	...	...	...	...	...
School education, general. *Secondary schools*— For girls... Middle schools. English †	...	...	...	...	...	...	...	...	...	...	...
School education, general. *Secondary schools*— For girls... Middle schools. Vernacular‡	81,277	...	...	3,506	...	428	85,211	...	2,236	6,404	134
School education, general. Total	1,76,234	...	...	31,604	...	1,747	2,09,585	(i) 18,042	62,205	17,539	3,57,494
School education, general. *Primary schools*— For boys §	86,060	...	...	4,173	...	59	90,292	...	9,09,913	1,41,054	1,18,569
School education, general. *Primary schools*— For girls §	78,445	...	...	935	...	(j) 108	79,488	...	8,853	5,489	72
School education, general. Total	1,64,505	...	...	5,108	...	167	1,69,780	...	9,18,766	1,46,543	1,18,641
School education, special. *Schools for special instruction*— Training schools for masters	2,05,750	(k) 1,667	(l) 497	610	(m) 372	473	2,09,349	...	23,740	20	...
School education, special. Do. for mistresses	3 2,782	...	...	40	...	46	32,868	...	...	...	...
School education, special. School of Arts	46,646	...	...	156	...	5,653	52,455	...	...	...	...
School education, special. Law schools	...	...	...	...	...	...	...	...	...	...	...
School education, special. Medical schools	1,32,817	...	...	4,853	...	...	1,37,670	...	...	...	...
School education, special. Engineering and Surveying schools.	...	...	...	...	...	...	...	...	...	...	...
School education, special. Technical and Industrial schools ...	25,758	...	...	102	...	14,726	40,586	...	...	...	...
School education, special. Commercial schools	2,179	...	...	5,088	...	...	7,267	...	...	...	...
School education, special. Agricultural schools	...	...	...	...	...	...	...	...	...	...	...
School education, special. Reformatory schools	15,211	...	...	...	...	5,813	21,024	...	...	...	...
School education, special. Other schools	(n) 5,279	...	450	428	...	...	(o) 6,257	...	...	...	...
School education, special. Total	4,66,502	1,667	947	11,277	372	26,711	5,07,476	...	23,740	20	...
Buildings	(p) 4,06,571	...	...	...	...	...	4,06,571	...	97,058	32,420	...
Furniture and apparatus (special grants only)	...	...	...	...	...	...	...	...	...	...	...
Total	4,06,571	...	...	...	...	...	4,06,571	...	97,058	32,420	...
University	...	...	...	...	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...	...	...	...	...
Held in Arts colleges	...	...	...	...	...	...	...	...	...	...	...
Held in Medical college	...	...	...	...	...	...	...	...	...	...	...
Held in Other Professional colleges	...	...	...	...	...	...	...	...	...	...	...
Held in Secondary schools	...	...	...	...	...	...	...	...	...	...	...
Held in Primary schools	...	...	...	...	...	...	...	...	...	...	...
Held in Medical schools	...	...	...	...	...	...	...	...	...	...	...
Held in Technical schools	...	...	...	...	...	...	...	...	...	...	...
Held in Other special schools	...	...	...	...	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...	...	...	...
Total expenditure on public instruction	15,97,497	1,667	947	2,12,967	372	34,086	18,47,536	18,042	11,01,769	2,06,982	4,88,905

* European High schools and non-European Secondary schools having forms above the third.
† European Middle schools and non-European Secondary schools with no forms higher than the third.
‡ Elementary schools (non-European) with standards above the fourth.
§ European Primary schools and other Elementary (non-European) schools.

(a) Non-departmental, Rs. 467.
(b) Law College Surplus fees, Rs. 11,809.
(c) Non-departmental, Rs. 78.
(d) Lawrence Asylum, Male Branch, Provincial Grant, Rs. 20,368.
(e) Lawrence Asylum, Male Branch, Total cost, Rs. 20,368.
(f) Surplus fees to Municipalities, Rs. 3,570.
(g) Lawrence Asylum, Female Branch, Provincial Grant, Rs. 10,561.
(h) Lawrence Asylum, Female Branch, Total cost, Rs. 10,561.
(i) Net cost of Municipal schools.
(j) Non-departmental, Rs. 106.

in the Madras Presidency for the official year 1910–1911.

institutions.																
management.									Under private management.							
Municipal Boards.			Managed by Native States.						Aided by Government or by District or by Municipal Boards.							
Subscriptions.	Endowments and other sources.	Total.	Native State revenues.	District funds in Native States.	Municipal funds raised in Native States.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	District funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29
RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.
...	359	23,589	...	...	...	...	...	...	...	68,874	...	...	1,76,065	23,333	2,56,326	5,24,598
...	...	...	...	...	...	...	...	...	...	572	...	...	...	...	3,052	3,624
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	..	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	359	23,589	...	...	...	...	...	...	...	69,446	...	...	1,76,065	23,333	2,59,378	5,28,222
...	2,389	2,61,525	...	...	...	...	...	...	...	1,46,345	1,000	...	10,84,101	35,410	1,97,131	14,63,987
1,230	889	1,33,516	...	...	...	488	1,434	...	1,922	55,558	...	...	1,71,370	11,305	1,20,762	3,58,995
216	206	56,395	...	...	...	...	...	...	...	28,919	...	7,294	30,071	6,779	55,072	1,28,135
...	...	...	...	...	...	...	...	...	...	60,144	...	...	45,511	2,601	1,01,222	2,09,478
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	30,647	...	...	13,448	4,186	39,713	87,994
...	15	8,789	...	...	...	...	...	...	...	41,144	...	7,355	18,547	12,339	96,684	1,76,069
1,446	3,499	4,60,225	...	...	...	488	1,434	...	1,922	3,62,757	1,000	14,649	13,63,048	72,620	6,10,584	24,24,658
587	1,243	11,71,366	...	...	...	181	232	...	413	9,18,480	10,841	79,840	4,04,977	61,921	4,52,044	19,28,103
...	...	14,414	...	...	...	28	70	250	348	80,833	...	18,796	13,657	11,176	1,48,569	2,73,031
587	1,243	11,85,780	...	...	...	209	302	250	761	9,99,313	10,841	98,636	4,18,634	73,097	6,00,613	22,01,134
...	10	23,770	...	...	...	...	..	...	...	39,430	...	132	471	171	26,683	66,887
...	...	...	...	...	...	...	...	...	...	31,673	...	...	114	1,259	19,107	52,153
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	24,666	...	...	4,514	8,118	1,01,276	1,33,574
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	178	...	...	90	...	1,241	1,509
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	1,238	...	...	6,076	84	1,826	9,224
...	10	23,770	...	...	...	...	...	...	...	97,185	...	132	11,265	4,632	1,50,133	2,63,347
...	...	1,29,478	...	...	...	...	...	...	...	56,922	...	...	...	44,800	1,44,419	2,46,141
...	...	...	...	...	...	...	...	...	...	39,348	...	...	...	...	...	39,348
...	...	1,29,478	...	...	...	...	...	...	...	96,270	...	...	...	44,800	1,44,419	2,85,489
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
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...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
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...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2,033	5,111	18,22,842	...	...	...	697	1,736	250	2,68	16,24,971	11,841	1,13,417	19,69,012	2,18,482	17,65,127	57,02,850

(*k*) Non-departmental.
(*l*) Non-departmental.
(*m*) Non-departmental.

(*n*) Lawrence Asylum, Technical classes, Provincial Grant, Rs. 4,395.
(*o*) Lawrence Asylum, Technical classes, Total cost, Rs. 4,395.
(*p*) Cost of buildings borne by the Public Works Department.

(4)—*Return of expenditure on public instruction in the Madras Presidency for the official year* 1910–1911—continued.

Objects of expenditure—*cont.*	Public institutions—*cont.*				Total expenditure from						Grand Total.
	Under private management—*cont.*										
	Unaided.										
	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	District funds.	Municipal funds.	All other sources.			
								Fees.	Private.	Public.	
	30	31	32	33	34	35	36	37	38	39	40
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Collegiate education.											
Arts colleges—											
English { for boys	7,709	515	26,547	34,771	2,73,846	...	10,460	2,68,324	3,09,515	...	8,62,645
English { for girls	...	...	...	...	572	...	...	...	3,052	...	3,624
Oriental	...	...	...	...	...	...	...	...	...	...	...
Colleges or departments of colleges for professional training—											
Law	...	...	...	...	...	...	...	40,260	13	...	40,273
Medicine	...	...	...	...	61,894	...	...	30,709	546	...	93,149
Engineering	...	...	...	...	86,895	...	...	21,369	2,001	...	1,10,265
Teaching	...	...	...	...	29,924	...	...	360	466	...	30,750
Agriculture	...	...	...	...	...	...	...	...	...	...	...
Total ...	7,709	515	26,547	34,771	4,53,131	...	10,460	3,61,522	3,15,593	...	11,40,706
School education, general.											
Secondary schools—											
For boys... High schools, English*	1,88,002	11,051	39,783	2,38,836	2,30,772	7,567	...	15,35,322	2,87,083	...	20,60,684
For boys... Middle schools. English† ...	55,744	5,673	14,739	76,156	61,647	15,754	4,933	3,35,263	1,56,032	...	5,73,629
For boys... Middle schools. Vernacular‡	1,767	340	2,008	4,115	31,902	37,708	13,498	45,088	64,621	...	1,92,315
For girls... High schools. English* ...	527	...	5,786	6,313	79,644	...	...	47,366	1,09,309	...	2,36,619
For girls... High schools. Vernacular.	...	...	...	...	...	...	...	...	...	...	...
For girls... Middle schools. English† ...	146	...	4,401	4,547	30,647	...	...	13,594	48,300	...	92,541
For girls... Middle schools. Vernacular‡	118	963	7,329	8,410	1,22,421	2,236	13,759	22,305	1,17,758	...	2,78,479
Total ...	2,46,304	18,027	74,046	3,38,377	5,57,033	63,205	32,188	19,98,938	7,83,403	...	34,34,767
Primary schools—											
For boys §	1,28,820	17,403	82,055	2,28,278	10,04,540	9,20,754	2,20,894	6,56,720	6,15,544	...	34,18,452
For girls §	955	2,029	12,278	15,262	1,59,278	8,853	24,285	15,647	1,74,480	...	3,82,543
Total ...	1,29,775	19,432	94,333	2,43,540	11,63,818	9,29,607	2,45,179	6,72,367	7,90,024	...	38,00,995
School education, special.											
Schools for special instruction—											
Training schools for masters ...	25	...	3,126	3,151	2,45,160	25,407	649	1,106	30,335	...	3,03,157
Do. for mistresses ...	...	...	...	...	64,455	...	...	154	20,412	...	85,021
School of Arts ...	...	...	...	...	46,646	...	...	156	5,653	...	52,455
Law schools ...	...	...	...	...	...	...	...	...	...	...	...
Medical schools ...	...	...	...	...	1,32,817	...	...	4,853	...	...	1,37,670
Engineering and Surveying schools.	...	...	...	...	...	...	...	...	...	...	...
Technical and Industrial schools ...	448	169	10,260	10,877	50,424	...	...	5,064	1,29,549	...	1,85,037
Commercial schools ...	...	...	...	...	2,179	...	...	5,088	...	...	7,267
Agricultural schools ...	...	...	...	...	178	...	...	90	1,241	...	1,509
Reformatory schools ...	...	...	...	...	15,211	...	...	...	5,813	...	21,024
Other schools ...	10,055	1,210	2,976	14,241	6,617	...	450	16,559	6,096	...	29,722
Total ...	10,528	1,379	16,362	28,269	5,63,687	25,407	1,099	33,070	1,99,599	...	8,22,862
Buildings ...	...	29,217	69,999	99,216	4,63,493	97,058	32,420	...	2,88,435	...	8,81,406
Furniture and apparatus (special grants only) ...	...	...	...	...	39,348	...	...	...	...	...	39,348
Total ...	...	29,217	69,999	99,216	5,02,841	97,058	32,420	...	2,88,435	...	9,20,754
University ...	...	...	...	...	22,327	...	...	(*q*) 1,41,884	33,458	...	1,97,669
Direction ...	...	...	...	...	74,821	...	...	...	...	...	74,821
Inspection ...	...	...	...	...	7,40,406	...	...	...	...	...	7,40,406
Scholarships held in											
Arts colleges ...	...	...	...	...	15,506	...	...	...	12,828	...	28,334
Medical college ...	...	...	...	...	2,460	...	...	...	21,186	...	23,646
Other Professional colleges ...	...	...	...	...	3,235	...	...	...	3,198	...	6,433
Secondary schools ...	...	...	...	...	39,284	278	...	...	8,593	...	48,155
Primary schools ...	...	...	...	...	16,346	...	...	...	984	...	17,330
Medical schools ...	...	...	...	...	10,033	...	...	...	6,233	...	16,266
Technical schools ...	...	...	...	...	5,811	144	108	...	8,437	...	14,500
Other special schools ...	...	...	...	...	8,282	...	...	...	...	...	8,282
Miscellaneous ...	...	...	...	...	1,36,658	7,843	...	5,20,925	8,06,154	...	(*r*) 14,71,580
Total ...	...	...	...	...	(*s*) 10,75,169	8,265	108	6,62,809	9,01,071	...	26,47,422
Total expenditure on public instruction ...	3,94,316	68,570	2,81,287	7,44,173	43,15,679	11,23,542	3,21,454	37,28,706	32,78,125	...	1,27,67,506

* European High schools and non-European Secondary schools having forms above the third.
† European Middle schools and non-European Secondary schools with no forms higher than the third.
‡ Elementary schools (non-European) with standards above the fourth.
§ European Primary schools and other Elementary (non-European) schools.

(*q*) Surplus fees (University), Rs. 4,746.
(*r*) Includes expenditure on Private schools and hostels.
(*s*) Includes grants to Orphanages not paid through the department, Rs. 2,100; grant to the Indian Institute of Science, Rs. 50,000.

	Rs.	Rs.
NOTE.—Total of columns 8, 9 and 23 (Rs. 18,47,536 + 18,042 + 16,24,971)		34,90,549
Add—Indirect charges—		
University	22,327	
Direction	74,821	
Inspection	7,40,406	
Scholarships	1,00,957	
Contribution to District Boards	1,91,358	
do. to Municipal Boards	8,710	
Miscellaneous	2,66,658	
		14,05,237
		48,95,786
Deduct—Cost of Medical College and Schools	2,43,312	
Lawrence Asylum Charges	1,68,113	
Grants to Orphanages not paid through the department	2,100	
Charges met from non-departmental receipts	3,187	
Building charges met from Public Works funds	4,06,571	
		8,23,283
Total expenditure as per Accountant-General's statement ...		40,72,503

(4a)—*Return of expenditure on European colleges and schools in the Madras Presidency for the official year* 1910–1911.

Objects of expenditure.	Public institutions.																				
	Under public management.																				
	Managed by Government.							Managed by District or Municipal Boards.							Maintained by Native States.						
	Provincial revenues.	District funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	District funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Native State revenues.	District funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Collegiate education. — *Arts colleges*— English — For boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Collegiate education. — *Arts colleges*— English — For girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School education, general. — *Secondary schools*— For boys — *High* schools, English	30,345	...	...	938	...	4	31,287	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School education, general. — *Secondary schools*— For boys — Middle schools, English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School education, general. — *Secondary schools*— For girls — High schools, English	10,560	...	...	...	...	...	10,560	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School education, general. — *Secondary schools*— For girls — Middle schools, English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	40,905	...	...	938	...	4	41,847	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School education, general. — *Primary schools*— For boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School education, general. — *Primary schools*— For girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School education, special. — *Schools for special instruction*— Industrial schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School education, special. — *Schools for special instruction*— Other schools	4,395	...	...	...	...	...	4,395	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	4,395	...	...	...	...	...	4,395	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Buildings	3,480	...	...	...	...	...	3,480	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Furniture and apparatus (special grants only)	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	3,480	...	...	...	...	...	3,480	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships — Arts colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships — Secondary schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships — Primary schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total expenditure on European schools	48,780	...	...	938	...	4	49,722	...	...	...	...	...	...	...	...	...	...	...	...	...	...

(4a)—*Return of expenditure on European colleges and schools in the Madras Presidency for the official year* 1910-1911—continued.

Objects of expenditure—*cont.*	Public institutions—*continued.*											Total expenditure from						Grand Total.
	Under private management.																	
	Aided by Government or by District or by Municipal Boards.							Unaided.								All other sources.		
	Provincial revenues.	District funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	District funds.	Municipal funds.	Fees.	Private.	Public.	
	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Collegiate education. *Arts colleges*— English { For boys	3,568	...	...	769	14	3,069	7,420	...	...	...	...	3,568	...	...	769	3,083	...	7,420
{ For girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	3,568	...	...	769	14	3,069	7,420	...	...	...	...	3,568	...	...	769	3,083	...	7,420
School education, general. *Secondary schools*— For boys { High schools, English ...	45,322	...	...	27,149	10,922	53,158	1,36,551	...	...	...	...	75,667	...	...	28,057	64,084	...	1,67,838
{ Middle schools, English...	27,099	...	...	12,597	2,435	56,267	98,398	...	...	...	...	27,099	...	...	12,597	58,702	...	98,398
For girls { High schools, English ...	36,740	...	...	31,968	2,377	61,346	1,32,431	...	...	...	...	47,300	...	...	31,968	63,723	...	1,42,991
{ Middle schools, English...	29,660	...	...	8,008	1,244	24,535	54,447	...	...	...	...	20,660	...	...	8,008	25,779	...	54,447
Total ...	1,29,821	...	...	79,722	16,978	1,95,306	4,21,827	...	...	...	...	1,70,726	...	...	80,660	2,12,288	...	4,63,674
Primary schools— For boys	8,260	...	...	2,933	2,248	4,655	18,096	...	...	...	...	8,260	...	...	2,933	6,903	...	18,096
For girls	7,180	...	...	2,019	1,047	7,250	17,496	...	...	...	...	7,180	...	...	2,019	8,297	...	17,496
Total ...	15,440	...	...	4,952	3,295	11,905	35,592	...	...	...	...	15,440	...	...	4,952	15,200	...	35,592
School education, special. *Schools for special instruction*— Industrial schools	256	...	...	77	...	1,107	1,440	...	...	...	...	256	...	...	77	1,107	...	1,440
Other schools	858	...	...	5,128	84	653	6,723	...	...	...	...	5,253	...	...	5,128	737	...	11,118
Total ...	1,114	...	...	5,205	84	1,760	8,163	...	...	...	...	5,509	...	...	5,205	1,844	...	12,558
Buildings	19,188	...	...	...	15,706	22,235	57,129	...	...	...	...	22,668	...	...	...	37,941	...	60,609
Furniture and apparatus (special grants only).	2,467	...	...	...	...	...	2,467	...	...	...	...	2,467	...	...	...	...	...	2,467
Total ...	21,655	...	...	...	15,706	22,235	59,596	...	...	...	...	25,135	...	...	...	37,941	...	63,076
Scholarships { Arts colleges	...	...	...	...	...	...	...	...	...	...	...	3,300	...	...	...	...	...	3,300
{ Secondary schools	...	...	...	...	...	...	...	...	...	...	...	2,488	...	...	...	2,343	...	4,831
{ Primary schools	...	...	...	...	...	...	...	...	...	...	...	1,938	...	...	...	...	...	1,938
Miscellaneous	...	...	...	...	...	...	...	...	...	...	...	62,697	...	...	60,643	2,07,068	...	3,30,408
Total ...	...	...	...	...	...	...	...	...	...	...	...	70,423	...	...	60,643	2,09,411	...	3,40,477
Total expenditure on European schools ...	1,71,598	...	...	90,648	36,077	2,34,275	5,32,598	...	...	...	...	2,90,801	...	...	1,52,229	4,79,767	...	9,22,797

(5)—*Return of the stages of instruction of pupils on public schools for general education in the Madras Presidency for the official year* 1910–1911.

Classes of schools.	Number of schools.	Number of pupils on rolls on the 31st March.	High stage. Comprising all pupils who have passed beyond the Lower Secondary (middle) stage, but have not passed the Matriculation Examination.			Middle stage. (c) Comprising all pupils who have passed beyond the Upper Primary stage, but have not passed beyond the Lower Secondary (middle) stage.			Upper Primary stage. Comprising all pupils who have passed beyond the Lower Primary stage, but have not passed beyond the Upper Primary stage.			Lower Primary stage. Comprising all pupils who have not passed beyond the Lower Primary stage. Reading printed books.			Lower Primary stage. Comprising all pupils who have not passed beyond the Lower Primary stage. Not reading printed books.			Total.		
			1			2			3			4			5					
			Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Secondary schools—																				
For boys ... Government ... English (a)	8	1,398	446	...	446	492	1	493	119	...	119	298	...	298	41	1	42	1,396	2	1,398
For boys ... Government ... Vernacular (b)	3	450	...	...	...	164	...	164	60	2	62	155	24	179	32	13	45	411	39	450
For boys ... District Board ... English	64	11,351	1,296	...	1,296	4,704	35	4,739	2,171	31	2,202	2,831	132	2,963	143	8	151	11,145	206	11,351
For boys ... District Board ... Vernacular	43	6,239	...	...	...	811	3	814	741	10	751	3,452	306	3,758	745	171	916	5,749	490	6,239
For boys ... Municipal ... English	22	6,229	1,602	3	1,605	2,454	5	2,459	1,017	1	1,018	1,130	7	1,137	30	...	30	6,213	16	6,229
For boys ... Municipal ... Vernacular	7	866	...	...	...	103	...	103	106	...	106	590	32	622	30	5	35	829	37	866
For boys ... Native States ... English	1	122	...	...	...	17	...	17	16	1	17	62	6	68	20	...	20	115	7	122
For boys ... Native States ... Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For boys ... Aided ... English	232	66,006	15,803	18	15,821	22,540	216	22,756	8,389	110	8,499	17,376	763	18,139	685	106	791	64,793	1,213	66,006
For boys ... Aided ... Vernacular	112	13,677	...	...	...	2,404	139	2,543	1,710	110	1,820	7,329	1,251	8,580	575	159	734	12,018	1,659	13,677
For boys ... Unaided ... English	57	14,175	3,070	7	3,077	5,399	38	5,437	2,037	24	2,061	3,385	83	3,468	125	7	132	14,016	159	14,175
For boys ... Unaided ... Vernacular	9	524	...	...	...	154	...	154	69	...	69	254	34	288	13	...	13	490	34	524
Total ...	558	121,037	22,217	28	22,245	39,222	437	39,659	16,435	289	16,724	36,862	2,638	39,500	2,439	470	2,909	117,175	3,862	121,037
For girls ... Government ... English (a)	3	288	...	30	30	...	66	66	...	46	46	4	126	130	..	16	16	4	284	288
For girls ... Government ... Vernacular (b)	61	9,564	...	...	...	5	515	520	3	559	562	173	6,213	6,386	59	2,037	2,096	240	9,324	9,564
For girls ... District Board ... English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls ... District Board ... Vernacular	2	232	...	...	...	...	13	13	...	13	13	...	158	158	...	48	48	...	232	232
For girls ... Municipal ... English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls ... Municipal ... Vernacular	5	839	...	...	...	...	42	42	...	45	45	...	607	607	...	145	145	...	839	839
For girls ... Native States ... English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls ... Native States ... Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls ... Aided ... English	57	6,093	1	473	474	35	1,414	1,449	35	714	749	511	2,696	3,207	52	162	214	634	5,459	6,093
For girls ... Aided ... Vernacular	113	13,564	...	...	...	57	1,725	1,782	53	1,172	1,225	665	8,813	9,478	63	1,016	1,079	838	12,726	13,564
For girls ... Unaided ... English	2	283	...	23	23	...	60	60	...	17	17	...	136	136	...	47	47	...	283	283
For girls ... Unaided ... Vernacular	5	513	...	...	...	...	78	78	4	31	35	17	235	252	5	143	148	26	487	513
Total ...	248	31,376	1	526	527	97	3,913	4,010	95	2,597	2,692	1,370	18,984	20,354	179	3,614	3,793	1,742	29,634	31,376
Total, Secondary schools ...	806	152,413	22,218	554	22,772	39,319	4,350	43,669	16,530	2,886	19,416	38,232	21,622	59,854	2,618	4,084	6,702	118,917	33,496	152,413
Primary schools—(d)																				
For boys ... Government ...	162	8,015	...	...	...	...	...	...	838	10	848	4,533	140	4,673	2,275	219	2,494	7,646	369	8,015
For boys ... District Board ...	3,370	185,427	...	...	...	...	...	...	11,831	533	12,364	121,247	18,169	139,416	24,989	8,658	33,647	158,067	27,360	185,427
For boys ... Municipal ...	291	21,955	...	...	...	...	...	...	1,314	49	1,363	15,448	1,498	16,946	3,202	444	3,646	19,964	1,991	21,955
For boys ... Native States ...	7	152	...	...	...	...	...	...	...	...	...	109	...	109	43	...	43	152	..	152
For boys ... Aided ...	15,030	532,362	...	...	...	...	...	...	16,443	753	17,196	380,726	42,998	423,724	73,071	18,371	91,442	470,240	62,122	532,362
For boys ... Unaided ...	4,566	118,479	...	...	...	...	...	...	756	21	777	85,509	6,841	92,350	20,866	4,486	25,352	107,131	11,348	118,479
Total ...	23,426	866,390	...	...	...	...	...	...	31,182	1,366	32,548	607,572	69,646	677,218	124,446	32,178	156,624	763,200	103,190	866,390
For girls ... Government ...	120	10,327	...	...	...	...	...	...	1	383	384	210	6,687	6,897	30	3,016	3,046	241	10,086	10,327
For girls ... District Board ...	19	1,527	...	...	...	...	...	...	...	41	41	8	1,254	1,262	...	224	224	8	1,519	1,527
For girls ... Municipal ...	10	770	...	...	...	...	...	...	...	18	18	11	653	664	5	83	88	16	754	770
For girls ... Native States ...	1	78	...	...	...	...	...	...	...	5	5	...	62	62	...	11	11	...	78	78
For girls ... Aided ...	645	39,230	...	...	...	...	...	...	185	2,141	2,326	2,295	27,869	30,164	488	6,252	6,740	2,968	36,262	39,230
For girls ... Unaided ...	105	4,589	...	...	...	...	...	...	...	149	149	299	3,004	3,303	152	985	1,137	451	4,138	4,589
Total ...	900	56,521	...	...	...	...	...	...	186	2,737	2,923	2,823	39,529	42,352	675	10,571	11,246	3,684	52,837	56,521
Total, Primary schools ...	24,326	922,911	...	...	...	...	...	...	31,368	4,103	35,471	610,395	109,175	719,570	125,121	42,749	167,870	766,884	156,027	922,911
Grand total ...	25,132	1,075,324	22,218	554	22,772	39,319	4,350	43,669	47,898	6,989	54,887	648,627	130,797	779,424	127,739	46,833	174,572	885,801	189,523	1,075,324

(a) These relate to European High and Middle Schools and Non-European Secondary Schools.
(b) These relate to Elementary Schools with standards above the 4th.
(c) The statistics of pupils in standards 5th to 7th of Elementary Schools with standards above the 4th appear under this head.
(d) These relate to European Primary Schools and other Elementary Schools.

(5a)—*Return of the stages of instruction of pupils in public European schools for general education in the Madras Presidency for the official year* 1910–1911.

Classes of institutions.	Number of schools.	Number of pupils on rolls on the 31st March.	High stage. Comprising all pupils who have passed beyond the Lower Secondary (middle) stage, but have not passed the Matriculation Examination.			Middle stage. Comprising all pupils who have passed beyond the Upper Primary stage, but have not passed beyond the Lower Secondary (middle) stage.			Upper Primary stage. Comprising all pupils who have passed the Lower Primary stage, but have not passed beyond the Upper Primary stage.			Lower Primary stage. Comprising all pupils who have not passed beyond the Lower Primary stage.						Total.		
												Reading printed books.			Not reading printed books.				
			1			2			3			4			5				
			Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Secondary schools—																			
For boys ... Government	2	306	28	...	28	89	...	89	44	...	44	126	...	126	19	...	19	306	...	306
For boys ... Aided	33	2,901	156	8	164	597	167	764	276	69	345	1,053	403	1,456	98	74	172	2,180	721	2,901
Total ...	35	3,207	184	8	192	686	167	853	320	69	389	1,179	403	1,582	117	74	191	2,486	721	3,207
For girls ... Government	1	146	...	3	3	...	43	43	...	21	21	...	64	64	...	15	15	...	146	146
For girls ... Aided	29	2,524	1	116	117	32	510	542	24	229	253	407	1,072	1,479	42	91	133	506	2,018	2,524
Total ...	30	2,670	1	119	120	32	553	585	24	250	274	407	1,136	1,543	42	106	148	506	2,164	2,670
Total, Secondary schools ...	65	5,877	185	127	312	718	720	1,438	344	319	663	1,586	1,539	3,125	159	180	339	2,992	2,885	5,877
Primary schools—																			
For boys ... Aided	7	458	...	...	...	...	...	...	17	16	33	179	141	320	47	58	105	243	215	458
Total ...	7	458	...	...	...	...	...	...	17	16	33	179	141	320	47	58	105	243	215	458
For girls ... Aided	11	485	...	...	...	...	...	...	12	33	45	152	214	366	38	36	74	202	283	485
Total ...	11	485	...	...	...	...	...	...	12	33	45	152	214	366	38	36	74	202	283	485
Total, Primary schools ...	18	943	...	...	...	...	...	...	29	49	78	331	355	686	85	94	179	445	498	943
Grand total ...	83	6,820	185	127	312	718	720	1,438	373	368	741	1,917	1,894	3,811	244	274	518	3,437	3,383	6,820

(6)—*Return showing the results of prescribed examinations in the Madras Presidency during the official year* 1910-1911.

Names of examinations.	Number of institutions sending examinees.				Number of examinees.					Number passed.					Race or creed of passed scholars.							
	Institutions under public management.	Aided institutions.	Other institutions.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.	Europeans and Eurasians.	Native Christians.	Hindus.		Mahammadans.	Buddhists.	Parsis.	Others.
																	Brahmans.	Non-Brahmans.				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
ARTS COLLEGES.																						
1. Master of Arts																						
2. Bachelor of Arts (Science Division)																						
3. Bachelor of Science																						
4. First B.A. (English Language Division)																						
Do. B.A. (Second Language Division)																						
Do. B.Sc.																						
Do. Arts (Intermediate Examination)																						
Previous Examination	7	22	13	42	297	805	325	...	1,427	139	318	135	...	592	6	52	433	95	6	...	...	...
ORIENTAL COLLEGES.																						
1. Master of Oriental Learning	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2. Bachelor of Oriental Learning	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
3. Honours in Sanskrit	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Do. in Arabic	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Do. in Persian	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
4. High Proficiency in Sanskrit	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Do. in Arabic	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Do. in Persian	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
5. Proficiency in Sanskrit	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Do. in Arabic	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Do. in Persian	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Do. in Urdu	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
COLLEGES FOR PROFESSIONAL TRAINING.																						
Law.																						
1. Doctor of Law	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2. Master of Law	...	...	...	...	...	...	...	14	14	...	...	...	4	4	...	...	4	...	...	...	...	...
3. Bachelor of Law	1	...	1	2	106	...	35	245	386	57	...	11	74	142	1	12	95	34	...	...	...	...
4. First Examination in Law	1	...	1	2	159	...	39	219	417	60	...	5	53	118	...	4	91	22	1	...	...	...
Medicine.																						
1. Doctor of Medicine	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2. Bachelor of Medicine (final M.B. and C.M.)	1	...	...	1	21	...	...	...	21	9	...	...	...	9	1	3	3	1	1	...	...	...
3. Honours in Medicine and Surgery	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
4. L.M. & S. (Final)	1	...	...	1	22	...	...	...	22	12	...	...	...	12	1	5	3	3	...	...	...	...
5. Third M.B. and C.M. Examination	1	...	...	1	27	...	...	...	27	15	...	...	...	15	...	2	6	6	1	...	...	...
6. Second M.B. and C.M. Examination	1	...	...	1	33	...	...	...	33	15	...	...	...	15	...	4	6	5	...	...	...	...
7. First M.B. and C.M. Examination	1	...	...	1	53	...	...	...	53	23	...	...	...	23	1	3	11	8	...	...	...	...
8. Second L.M. & S.	1	...	...	1	45	...	...	...	45	13	...	...	...	13	1	3	6	2	...	...	...	...
9. First L.M. & S.	1	...	...	1	54	...	...	...	54	18	...	...	...	18	1	2	9	6	...	...	...	...
10. L.S.Sc.	1	...	...	1	1	...	...	...	1	1	...	...	...	1	...	...	1	...	...	...	...	...

These examinations were not held during the year 1910-1911.

(6)—*Return showing the results of prescribed examinations in the Madras Presidency during the official year* 1910–1911—continued.

Names of examinations.	Number of institutions sending examinees.				Number of examinees.					Number passed.					Race or creed of passed scholars.							
	Institutions under public management.	Aided institutions.	Other institutions.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.	Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.
																	Brahmans.	Non-Brahmans.				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
COLLEGES FOR PROFESSIONAL TRAINING—*cont.*																						
Engineering.																						
1. M.C.E.	These examinations were not held during 1910–1911.																					
2. B.C.E. or B.E. { Civil																						
2. B.C.E. or B.E. { Mechanical																						
3. L.C.E. (First Examination in Engineering)																						
4. First L.C.E.																						
Teaching.																						
1. Licentiate in Teaching { Written	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
1. Licentiate in Teaching { Practical (old Regulations)	1	...	...	1	33	...	...	...	33	24	...	...	...	24	...	...	22	2	...	...	...	...
SCHOOLS FOR GENERAL EDUCATION.																						
Secondary School Leaving Certificate. { Boys	31	123	7	161	1,034	5,748	440	...	7,222	1,028	5,720	437	...	7,185	33	534	4,653	1,775	186	1	3	...
Secondary School Leaving Certificate. { Girls	...	12	...	12	...	68	...	...	68	...	68	...	...	68	5	62	...	1	...	...	...	...
Matriculation Examination ... { Boys	8	35	36	79	19	100	649	1	769	7	18	136	...	161	...	16	124	22	2	...	...	...
Matriculation Examination ... { Girls	1	1	3	5	3	3	7	...	13	2	...	1	...	3								
Lower Secondary Examination. { Boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Lower Secondary Examination. { Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Upper Primary Examination ... { Boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Upper Primary Examination ... { Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Lower Primary Examination ... { Boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Lower Primary Examination ... { Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Public Service Certificate Examination. { Boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Public Service Certificate Examination. { Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOLS FOR SPECIAL EDUCATION.																						
1. Training Schools for Masters. { Upper	6	2	...	8	413	92	...	...	505	292	58	...	...	350	1	61	282		6	...	...	...
1. Training Schools for Masters. { Lower	26	12	...	38	929	304	...	...	1,233	532	261	...	...	733	...	223	444		56	...	...	10
2. Training Schools for Mistresses. { Upper	1	3	...	4	57	99	...	...	156	40	86	...	...	126	35	78	12		...	...	...	1
2. Training Schools for Mistresses. { Lower	4	12	...	16	66	167	...	...	233	41	120	...	...	161	...	138	5		15	...	...	3
3. School of Arts Examination	10	11	...	21	307	183	...	1,869	2,359	164	92	...	687	943	...	200	343	331	38	4	...	...
4. Medical Examination	Information not available.														27							
5. Examination in Engineering and Surveying	1	...	...	1	151	...	...	...	151	146	...	...	...	146	Information not available.							
6. Industrial School Examination	4	22	...	26	63	207	...	113	383	43	142	...	77	262	24	127	9	78	22	...	...	
7. Veterinary Examination	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

(7)—Return showing the distribution of District Board and Municipal expenditure on Public Instruction in the Madras Presidency for the official year 1910-1911.

(7)—*Return showing the distribution of District Board and Municipal expenditure on Public Instruction in the Madras Presidency for the official year* 1910-1911.

Objects of expenditure.	Expenditure of District Boards on public instruction.														
	In institutions managed by District Boards.											In institutions managed by			Total District Fund expenditure on public instruction.
	Number of institutions.	Number of scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial revenues.	District funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Government.	Municipal Boards.	Private persons or associations.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Collegiate education.					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Arts colleges—															
English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Oriental	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Colleges or departments of colleges for professional training—															
Law	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Teaching	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Agriculture	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School education, general.															
Secondary schools—															
For boys — High schools, English	14	4,790	4,877	4,276	...	6,507	...	1,07,571	...	1,045	1,15,128	...	...	1,000	7,507
For boys — Middle schools, English	50	6,561	6,708	5,785	...	15,754	...	92,177	1,230	867	1,10,028	...	...	...	15,754
For boys — Middle schools, Vernacular	43	6,239	6,105	4,888	...	37,708	...	11,259	216	206	49,389	...	...	...	37,708
For girls — High schools, English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Middle schools, English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Middle schools, Vernacular	2	232	216	172	...	2,236	...	24	...	15	2,275	...	...	...	2,236
Total	109	17,822	17,906	15,121	...	62,205	...	2,11,031	1,446	2,133	2,76,815	...	...	1,000	63,205
Primary schools—															
For boys	3,370	185,427	181,842	148,751	...	9,09,913	...	1,08,700	587	1,121	10,20,321	...	...	10,841	9,20,754
For girls	19	1,527	1,366	1,077	...	8,853	...	...	...	...	8,853	...	...	...	8,853
Total	3,389	186,954	183,208	149,828	...	9,18,766	...	1,08,700	587	1,121	10,29,174	...	...	10,841	9,29,607
School education, special.															
Schools for special instruction—															
Training schools for masters	17	288	237	228	...	23,740	20	...	...	10	23,770	1,667	...	...	25,407
Do. for mistresses	...	...	...	...	...	...	..	...	...	...	...	...	...	...	...
Schools of Art	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Law schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering and surveying schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Technical and industrial schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Commercial schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Agricultural schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Reformatory schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	17	288	237	228	...	23,740	20	...	...	10	23,770	1,667	...	...	25,407

Buildings																		
Furniture and apparatus (special grants only)									97,058					97,058				97,058
			Total						97,058					97,058				97,058
Inspection—																		
Scholarships held in: Arts college																		
Medical colleges																		
Other Professional colleges																		
Secondary schools																		278
Primary schools																		
Medical schools																		144
Technical and industrial schools																		
Other special schools																		7,843
Miscellaneous																		
			Total															8,265
			Grand total	3,515	205,014	201,351	165,177		11,01,769	20	3,19,731	2,033	3,264	14,26,817	1,667		11,841	11,23,542

	Rs.	Rs.
NOTE A.—Net cost of District Boards as per column 16		11,23,542
Miscellaneous charges		273
Add—Cost met from Municipal grants		20
Do. Fees		3,19,731
Do. Subscriptions and other sources		5,297
		14,48,863
Deduct—Cost of Buildings under Grant I		97,058
Gross expenditure as per Accountant-General's statement		13,51,805

(7)—*Return sh wing the distribution of District Board and Municipal expenditure on Public Instruction in the Madras Presidency for the official year* 1910-1911—continued.

	Objects of expenditure—*cont.*	Expenditure of Municipal Boards on public instruction.															
		In institutions managed by Municipal Boards.										In institutions managed by			Total Municipal expenditure on public instruction.	Total expenditure of District and Municipal Boards on public instruction.
		Number of institutions.	Number of scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial revenues.	Municipal funds.	District funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Government.	District Boards.	Private persons or associations.		
		17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
Collegiate education.	*Arts colleges*—					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
	English	3	132	160	142	...	10,460	...	12,770	...	359	23,589	...	...	...	10,460	10,460
	Oriental	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Colleges or departments of colleges for professional training—																
	Law	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Medicine	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Engineering	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Teaching	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Agriculture	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total ...	3	132	160	142	...	10,460	...	12,770	...	359	23,589	...	...	...	10,460	10,460
School education, general.	*Secondary schools*—								(*a*)								
	For boys ... High Schools, English	14	5,198	5,592	4,836	14,624	...	...	1,30,434	...	1,344	1,46,402	...	...	...	...	7,507
	For boys ... Middle schools { English	8	1,031	1,022	880	3,418	4,933	...	15,115	...	22	23,488	...	...	...	4,933	20,687
	For boys ... Middle schools { Vernacular	7	866	832	616	...	6,202	...	804	...	...	7,006	...	...	7,294	13,496	51,204
	For girls ... High schools, English	...	...	...	...	...	...	...	..	...	...	...	...	...	...	...	...
	For girls ... Middle schools { English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	For girls ... Middle schools { Vernacular	5	839	786	542	...	6,404	...	210	...	...	6,514	...	...	7,355	13,759	15,995
	Total ...	34	7,934	8,232	6,874	(*b*) 18,042	17,539	...	1,46,463	...	1,366	1,83,410	...	...	14,649	32,188	95,393
	Primary schools—																
	For boys	291	21,955	21,365	17,150	...	1,41,054	...	9,869	...	122	1,51,045	...	...	79,840	2,20,894	11,41,648
	For girls	10	770	676	491	...	5,489	...	72	...	...	5,561	...	...	18,796	24,285	33,138
	Total ...	301	22,725	22,041	17,641	...	1,46,543	...	9,941	...	122	1,56,606	...	...	98,636	2,45,179	11,74,786
School education, special.	*Schools for special instruction*—																
	Training schools for masters	...	...	...	...	...	..	...	...	...	...	...	497	20	132	649	26,056
	Do. for mistresses	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Schools of Art	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Law schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Medical schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Engineering and surveying schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Technical and industrial schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Commercial schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Agricultural schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Reformatory schools	...	..	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Other schools	...	...	...	...	...	...	...	...	...	...	...	450	...	...	450	450
	Total ...	...	...	...	...	...	...	...	...	...	...	...	947	20	132	1,099	26,506

Buildings	... ...	...	...	...	...	...	32,420	...	...	...	...	32,420	...	..	...	32,420	1,29,4
Furniture and apparatus (special grants only)	... ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total ...	...	...	...	...	...	32,420	...	...	...	...	32,420	...	...	...	32,420	1,29,478
Inspection—																	
Scholarships held in — Arts colleges		...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical colleges		...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other Professional colleges		...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
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Primary schools		...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical schools		...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Technical and industrial schools		...	...	...	...	...	...	...	...	...	...	...	...	...	...	108	252
Other special schools		...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Miscellaneous		..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	7,843
	Total ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	108	8,373
	Grand total ...	338	30,791	30,433	24,657	18,042	2,06,962	...	1,69,174	...	1,847	3,96,025	947	20	1,13,417	3,21,454	14,44,996

(*a*) Surplus fees to Municipal Boards, Rs. 3,570.

(*b*) Represents net cost to Municipal Schools.

NOTE B.—Net cost of Municipal Funds as per column 31		Rs.	Rs.
Miscellaneous charges		3,21,454	
Add—Cost met from Provincial grant		907	
Do. Fees		18,042	
Do. Subscriptions and other sources		1,69,174	
		1,847	
			5,11,424
Deduct—Cost of Buildings included under Grant 1		32,420	
Miscellaneous Receipts		3,095	35,515
Gross expenditure as per Municipal statements		...	4,75,909

(8)—*Return showing the attendance and expenditure in Hostels and Boarding-houses in the Madras Presidency for the official year* 1910–1911.

Class of Hostels or Boarding-houses.	Number of		Number of Boarders who are students of					Expenditure from				
	Hostels or Boarding-houses.	Boarders.	Arts colleges.	Colleges for professional training.	Secondary schools.	Elementary schools.	Special schools.	Provincial revenues.	District or Municipal funds.	Subscriptions and endowments.	Fees.	Total expenditure.
1	2	3	4	5	6	7	8	9	10	11	12	13
For Males.								Rs.	Rs.	Rs.	Rs.	Rs.
1. Managed by Government ...	4	791	268	46	119	176	182	* 6,509	...	† 85,763	65,077	1,57,349
2. Managed by District or Municipal Boards.	4	295	...	...	140	100	55	...	...	13,191	3.114	16,305
3. Aided by Government or by District or by Municipal Boards.	11	783	...	...	514	259	10	29,871	350	29,825	30,547	90,593
4. Unaided	169	7,764	661	9	2,865	3,204	1,025	...	...	2,34,415	1,66,305	4,00,720
Total ...	198	9,633	929	55	3,822	3,567	1,260	36,380	350	3,63,194	2,65,043	6,64,967
For Females.												
1. Managed by Government ...	1	160	...	...	46	98	16	‡ 7,967	...	§ 35,165	...	43,132
2. Managed by District or Municipal Boards.	...	...	...	...	...	...	...	...	...	...	...	..
3. Aided by Government or by District or by Municipal Boards.	21	854	...	...	279	496	79	31,026	1,355	56,516	25,920	1,14,817
4. Unaided	83	4,301	3	1	1,148	2,795	354	...	...	1,26,261	36,455	1,62,716
Total ...	105	5,315	3	1	1,587	3,291	433	38,993	1,355	2,17,942	62,375	3,20,665
Grand total ...	303	14,948	932	56	5,409	6,858	1,693	75,373	1,705	5,81,136	3,27,418	9,85,632

* Lawrence Asylum Provincial grant Rs. 4,709 and Boarding grant Rs. 1,800.
† Lawrence Asylum Miscellaneous Receipts Rs. 84,947.
‡ Lawrence Asylum Provincial grant.
§ Lawrence Asylum Miscellaneous receipts.

Government of Madras.

EDUCATIONAL DEPARTMENT.

Recd.	1911.	*Enclosures*
Regd.		*Spare copies*

G.O., Nos. 841, 842, 30th November 1911.

Report on Public Instruction.

Recording, with remarks, the — in the Madras Presidency for 1910–11.

GOVERNMENT OF MADRAS.

EDUCATIONAL DEPARTMENT.

Read—the following paper :—

Report on Public Instruction in the Madras Presidency for 1910-11.

Order—No. 841, Educational, dated 30th November 1911.

Recorded.

2. The report has been much curtailed with reference to the recent orders of the Government of India directing that, while the quinquennial reports should contain information of a more elaborate character, the intervening annual reports should be shortened so as to consist of a mere general summary of the salient features of the year. The chief events of the year are summarized in paragraph 2 of the report.

3. *General Statistics.*—Judged by numerical statistics, the period under report was one of advance, the total number of institutions and their strength having increased. The increase was confined to public institutions, elementary schools having mainly contributed to it. The fall under private institutions is not of importance considering their ephemeral character. While it is very gratifying to learn that the year was marked by great improvement in meeting the requirements of secondary education, and that the progress of elementary education was shown by the increase in the number of pupils, both girls and boys, it is only too clear from a study of the tables appended to the report how much requires to be done. There is, however, every hope that during the next quinquennium the advance in all directions will be rapid.

4. *Expenditure.*—Excluding, for purposes of comparison, the expenditure on technical and industrial schools which were transferred to the control of the Educational department in the latter part of the year, the total expenditure for the year, direct and indirect, from provincial, local and municipal funds and from fees and other sources was the largest on record amounting to 125·68 lakhs against 119·39 the previous year. Provincial funds contributed 44·48 lakhs or 3·18 lakhs more, including contributions to local boards and municipal councils to the extent of Rs. 1,91,358 and Rs. 8,710, respectively; local and municipal funds spent about the same as in the previous year, while fees and other sources, including subscriptions, income from endowments and the like contributed about 69 lakhs or some three lakhs more, thus indicating that private agencies are striving to spend more money from their own funds on the maintenance of their schools. Of the expenditure of 125·68 lakhs, 90·14 lakhs represented direct outlay, *i.e.*, expenditure on colleges and schools, the balance

(35·54 lakhs) being classed as "indirect," that is, expenditure on the University, direction, inspection, buildings, furniture, scholarships and other miscellaneous items, including 9·86 lakhs on hostels. The expenditure from public funds on secondary and elementary schools was 29·91 lakhs, all but 4·3 lakhs appertaining to elementary institutions. A sum of 18·66 lakhs or 1·14 lakhs more than in the previous year was spent from public funds on grants-in-aid to institutions under private management, the increase being borne wholly by provincial funds. As in the previous year, the average annual cost of education per head of population was five annas, public funds providing As. 2–3.

5. *Secondary and Elementary Schools.*—In consequence of the conversion of weak incomplete secondary schools into complete elementary schools, secondary schools declined both in number and strength, while partly for the same reason and partly owing to the opening of fifth standards elementary schools of the higher grade increased in both respects. Elementary schools with standards up to the fourth declined in number though they had an accession to their strength. The increase in the number and strength of the higher and lower elementary schools as a whole is satisfactory. The Director of Public Instruction's proposals for removing the causes which retard the development of schools with standards higher than the third are under the consideration of Government.

6. *Special Schools.*—The scheme for the re-organization of the training schools for mistresses has been sanctioned and is being brought into force, while a corresponding scheme for the improvement of training schools for masters will be placed before the Government of India at an early date. The department of industries was transferred to the control of the Director of Public Instruction with effect from the 1st January 1911 and it was decided to strengthen it by the addition of three experts for dyeing, leather work and weaving. The dyeing expert joined just before the close of the year and his report on the dyeing industry of this Presidency is now under the consideration of Government. The leather expert arrived only in September last, while the post of weaving expert has been vacant since its creation, no suitable candidate being available.

7. *Female Education.*—The education of girls showed a marked advance, there having been 11,000 more under instruction at the close of the year. The reorganization of the training schools for mistresses already referred to will, it is hoped, accelerate the rate of progress. A ten years' programme for the development of female education has been called for by the Government of India and the Director of Public Instruction's proposals on the subject are awaited.

8. *European Education.*—The absence of a training school for European teachers in this Presidency and the consequent paucity of qualified teachers continue to stand in the way of the progress of the education of this class of the community. It is a matter for regret that no European teacher from this Presidency has availed himself of the training afforded in the training school at Sanavar. The suggestion of the Inspector of European and Training Schools that a modified form of secondary school-leaving certificate scheme may be introduced into European schools should be examined by the Director of Public Instruction separately.

9. *Muhammadan Education.*—The education of this class made some progress. The number of public elementary schools chiefly intended for Muhammadans increased from 1,018 to 1,139 and the number of pupils in these schools rose from 57,311 to 64,528. There is, however, little indication of any marked advance.

10. *Panchama Education.*—There was a small increase in the number of Panchama boys being educated in public elementary schools and the total expenditure on Panchama education showed some advance. Here also, however, it is clear that the progress made is very slow.

11. The thanks of Government are due to the Hon'ble Dr. Bourne, the Hon'ble Mr. Stone and the other officers of the department for their work during the year. The most satisfactory features of the year seem to be the improvement in the teaching and equipment of secondary schools and the general progress made in the provision

for elementary education. The improvement of the training institutions both for masters and mistresses and the greater encouragement of local boards and municipalities in the matter of primary education are matters of urgent importance.

(True Extract.)

L. DAVIDSON,
Ag. Secretary to Government.

To the Director of Public Instruction.
,, Surgeon-General.
,, Accountant-General.
,, Registrar, Madras University.
,, Local and Municipal Department.
Editors' Table.

Endorsement—No. 842, Educational, dated 30th November 1911.

Copy to the Government of India, Department of Education.

L. DAVIDSON,
Ag. Secretary to Government.

REPORT

ON

PUBLIC INSTRUCTION

IN THE

MADRAS PRESIDENCY

FOR 1911-12 AND FOR THE QUINQUENNIUM 1906-07 TO 1911-12.

VOLUME I.

MADRAS:
PRINTED BY THE SUPERINTENDENT, GOVERNMENT PRESS.

1913.

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OFFICE OF THE DIRECTOR OF PUBLIC INSTRUCTION,
MADRAS, 22*nd October* 1912.

C. No. 8398 of 1912.

From

THE HON'BLE MR. A. G. BOURNE, D.Sc., F.R.S., C.I.E.,
Director of Public Instruction,
Madras,

To

THE SECRETARY TO GOVERNMENT,
EDUCATIONAL DEPARTMENT,
Fort St. George.

SIR,

I have the honour to submit a report on the state and progress of education in the Presidency during the quinquennium which ended on March 31, 1912. The work of all the earlier stages in the preparation of the report was carried out by the Hon'ble Mr. J. H. Stone who was placed on special duty for the purpose.

Introduction.

2. The work of the period may be described as completing and consolidating the changes introduced into our system in consequence of the Simla Conference of 1901, the issue of the resolution of the Government of India on educational policy in March 1904, and the passing of the Indian Universities Act in 1904, and has involved developments of considerable importance.

Events of the period.

I give here a brief resumé of the chief events of the quinquennium. They will be described at greater length under the several heads of the report.

3. The rapid development of education of all grades made some reorganization of the inspecting staff necessary. This was effected in the early years of the quinquennium.

Reorganization of inspecting staff.

4. Although the new regulations of the University necessitated by the passing of the Indian Universities Act were promulgated by Government in 1906, it was on the understanding that the examination system was incomplete. It was completed by the revision of the regulations for the L.T. degree, by minor alterations in the Arts courses, and by the framing of regulations for the award of titles in Oriental Learning. Regulations have also been made for the institution of University lectureships and research studentships. University lecturers were first appointed in March 1912.

Completion of the University examination system.

5. The staffs of the Government Arts Colleges have been greatly strengthened to enable them to meet the demands made on them by the new University courses. In the case of the Presidency College these include both pass and honours courses for the B.A. degree so that in that college there will be in each department seven classes at work each year—two for the Intermediate, two for the B.A. pass course and three for honours, the latter being a three-year course. There are ten departments. Great additions have also been made to the buildings and equipment of Arts Colleges.

Improvements in Government Arts Colleges.

6. The Medical College has been greatly enlarged by the erection of physiological, hygiene and bacteriological laboratories. The College and Medical schools have now been transferred to the Medical Department.

Improvements in colleges for special education.

INTRODUCTION.

The College of Engineering has been reorganized both as regards its staff, of which the subordinate members are now recruited from the Public Works Department, and the arrangement of classes in it, a probationary class having been established, the better students from which will, at the end of two years, form an Upper Subordinate class, while the rest constitute the Lower Subordinate class. Steps have been taken for the removal of the college from its present cramped quarters and its re-establishment elsewhere on a larger scale.

The revision of the L.T. course made necessary a complete reconstitution of our system of training graduate teachers. This involved the absorption by the Teachers' College, Saidapet, of the training section of the Government College, Rajahmundry, and the addition to the staff of the former of four lecturers each a specialist in a branch of school education. The buildings formerly occupied by the College of Agriculture which adjoin the Teachers' College at Saidapet have been put at the disposal of the latter and when some necessary structural alterations and additions to equipment have been made this institution will provide ample residential and college accommodation for one hundred or more graduate teachers.

The introduction of the Secondary School-Leaving Certificate scheme.

7. The long-debated question of a School Final Examination has been settled by the introduction of a scheme for the award of Secondary School-Leaving Certificates which record, not only the degree of success attained in a public examination, but also the work done in school for not less than three years and the character and aptitudes of the holders as manifested during the same period.

The revision of the fee regulations.

8. The increasing cost of higher and secondary education consequent on the growing demand for efficiency made necessary a revision of the standard rates of fees in colleges and high schools. Fees have been in both considerably raised. In the case of the latter differential rates for forms and classes have been abolished, the new rates being the same for all the forms and classes of each of the main divisions of the secondary course.

Development of female education.

9. The number of Government schools for girls, both Hindu and Muhammadan, has been increased and the provision of these schools with suitable buildings has made progress.

Reclassification of lower secondary schools.

10. The revision of the Grant-in-Aid Code and of the Madras Educational Rules which I described in detail in 1907 initiated changes which have been in progress during the present quinquennium. The differentiation of secondary from elementary education is one of these. The schools formerly classed as lower secondary have been passed in review and many of them have been refused recognition as secondary as being financially instable, not affording an education really secondary in character or not satisfying a real local need. To take their place as preparatory schools secondary schools have been encouraged to add preparatory classes, and as end schools, elementary schools have been encouraged to open standards above the fourth.

Increase in the number of board schools.

11. Another development connected with the revision of the rules has been an increase in the number of local and municipal board elementary schools.

Allotment of special grants.

12. Special grants have been given to improve the equipment of secondary schools for boys, both generally, and with special reference to the secondary school-leaving certificate scheme, for buildings and equipment for European schools, and for the establishment of more elementary schools by local boards and the provision by them of elementary school-houses.

Publication of schemes of study for elementary schools.

13. Schemes of study for elementary schools for both boys and girls have been published and the inspecting staff have been engaged in the measures necessary for their successful introduction.

14. The relations between provincial and local funds have been further simplified, grants to elementary schools being paid almost entirely direct from provincial funds, while the system of subsidies to local bodies is continued where such are necessary to enable these bodies to maintain their own schools.

Payment of grants to elementary schools direct from provincial funds.

15. With a view to the improvement of indigenous education in Sanskrit, the Sub-Assistant Inspector of Sanskrit Schools was deputed to visit Sanskrit colleges and schools in Northern India. He did so and his report was referred to a committee which made recommendations. Most of these were approved by Government and the necessary action on them is being taken.

Improvement of education in Sanskrit.

16. The School of Arts has been reorganized as regards staff and grouping of students and schemes of instruction with a view to its working as a school of industrial art.

Improvement in schools for special education.

The first step in the reorganization of the training schools for masters was taken in 1907-08 when a model school staffed independently of the training staff was provided for each. A scheme has been approved by Government for completing this reorganization and awaits ultimate sanction. It substitutes secondary training classes attached to high schools or colleges for secondary training schools, reduces the number of lower elementary schools and somewhat alters the geographical distribution of these and of higher elementary schools. It much improves the pay and prospects of teachers in training schools.

A similar scheme for the training schools for mistresses has been approved by the Government of India and is being brought into effect. It constitutes for each school a model school and makes necessary improvements in the staff, grade and working of each of the existing schools. It provides also for the opening of two new schools for the training of Telugu and Canarese teachers respectively. The former has already begun work.

17. The curricula, subjects of examination, and syllabuses in the Code of Regulations for European Schools required adapting to the special circumstances of this Presidency. They were accordingly examined by a committee and a revised body of rules recommended by it was accepted by Government and brought into force in 1908–09.

Revision of regulations for European schools.

18. Owing to the rapid development of book publishing in Madras, it was found necessary to enlarge the office establishment of the Registrar of Books. Similar action was necessary in the case of that of the Curator of Oriental Manuscripts.

Enlargement of the offices of the Registrar of Books and the Curator of Oriental Manuscripts.

19. During the quinquennium some alterations in and additions to the Madras Educational Rules have proved necessary. A new chapter was added to the rules containing disciplinary regulations for public schools under public management and recognised schools, with the object of preventing teachers and pupils becoming involved in political agitation. Rules were also introduced regarding protection from small-pox in the rules of recognition for elementary and secondary schools and restrictions on the admission of unprotected pupils into schools under public management.

The Madras Educational Rules.

Rule 47 was amended so as to permit in certain circumstances the transfer of pupils from elementary to secondary schools.

I.—GENERAL SUMMARY.

20. During the quinquennium the total number of public institutions rose by 11·2 per cent. and their total strength by 31·7. Both the number and strength of private institutions declined. These changes in numbers were largely due to the recognition of private institutions which gave them the status of public ones.

General statistics of institutions.

Taking public and private institutions together, the total strength increased by 27·1 per cent. as against an increase of 17 per cent. in the previous quinquennium, and the total number of persons under instruction exceeded one million and a quarter.

GENERAL SUMMARY.

21. The increase in the number of scholars has been shared by all the districts though in varying degrees. Malabar, Kistna, Vizagapatam, Gōdāvari all show an increase of over 40 per cent. and it is particularly satisfactory that Anantapur, although it has a comparatively small number of institutions and scholars, shows an increase of 41 per cent. which is no doubt due to its recovery from the set-back due to plague in the previous quinquennium. Bellary shows a similar though smaller recovery of the same kind. The increase has been 20 per cent. or more in Chingleput, South Arcot, Coimbatore, Trichinopoly, Tinnevelly and South Canara. In Tanjore it was only 14 per cent. although this district stands third in the Presidency for total strength and in percentage of scholars to population of school-age.

Institutions and scholars by districts.

22. The number of Government institutions rose steadily from 378 to 408, the increase being in elementary schools. The number of municipal schools rose from 319 to 357 and of local board schools from 3,206 to 4,254.

Institutions according to managing agencies.

The number of aided institutions increased from 13,912 to 16,356 and of pupils in them from 520,693 to 716,375. The proportion of non-mission to mission aided institutions showed a tendency to increase during the quinquennium; the former increased in number by 20 and the latter by 9 per cent.

Unaided institutions fell from 5,435 to 4,476 and pupils in them from 145,312 to 125,947, the loss being largely of schools teaching the Quran only which is partly accounted for by such schools adding secular subjects and so becoming eligible for aid. The number of ordinary unaided elementary schools has not greatly diminished. It will be observed that the increase in the number of aided has been very much greater than the diminution of that of unaided schools. It would appear therefore that the present Grant-in-Aid Code both stimulates endeavour to reach the departmental standard of efficiency and the starting of new schools. The pial school is however not appreciably nearer complete extinction than it was ten years ago.

23. The percentage of male scholars to the male population of school-age increased from 29·8 to 34·4 during the period and the corresponding percentage for female scholars rose from 5·7 to 7·2; the percentage of the number of scholars, male and female, to the total population of school-age rose from 17·6 to 20·6. It will be observed that these figures do not quite represent the facts since they are calculated for 1906–07 on the census returns for 1901 and for 1911–12 on those for 1911. The increase in the percentage in school of persons of school-age was therefore in reality somewhat greater than that represented by the difference between 29·8 and 34·4.

Education in relation to population of school-age.

The increase in the percentage of scholars to population of persons of school-age took place in all the districts of the Presidency except Trichinopoly.

In 1911–12 the percentages varied in the different districts from 86·8 in Madras to 21·0 in Vizagapatam in the case of males and from 36·0 in Madras to 3·4 in Ganjām in the case of females.

24. Male and female scholars of all classes of the community except Europeans increased in numbers during the quinquennium, Indian Christians by 14, Brahmans by 19, non-Brahman Hindus by 31 and Muhammadans by 22 per cent.

Scholars according to classes of the community.

25. The number of scholars studying English has increased from 132,857 to 156,110. The phenomenon which I remarked on in 1907 of a marked diminution in the number reading English in primary schools has not recurred. The figures for 1912 show an increase of 17 per cent. on those for 1907.

Scholars studying English.

26. The number of scholars unprotected from small-pox fell during the quinquennium from 11,138 in 1907 to 4,761 in 1912.

Scholars unprotected from small-pox.

27. I noted in 1907 that the percentage of scholars in municipal areas to the total number of scholars had declined. This is still more noticeable in the present quinquennium, the proportion having diminished from about 30 to 20 per cent. and this indicates considerable success in our endeavours to extend education in the rural tracts.

Relative extent of education in municipal and non-municipal areas.

General statistics of receipts and charges.

28. The total expenditure on education rose during the quinquennium from Rs. 97,64,358 to Rs. 1,35,65,102, an increase of 39 per cent.

The amount met from each of the sources, provincial funds, municipal funds, fees and private funds increased while that from district funds diminished considerably. This is because, since 1909, grants-in-aid to elementary schools in non-municipal areas which were formerly, even when really met from provincial funds, paid through the local boards, have been paid direct from provincial funds. This fact of course also helps to explain the increase in the amount contributed from provincial funds. This increase was very considerable during the quinquennium amounting to 79 per cent. as against 15 per cent. for the quinquennium 1902—07, and is due to the progressive acceptance by Government of larger and larger responsibilities for education. The ensuing quinquennium bids fair to realize an advance almost revolutionary. The increase under the head of fees is no doubt partly due to the advance in the rates of fees in colleges and secondary schools caused by the fee notification of 1910 and partly to increased attendance.

The total direct expenditure on education increased from Rs. 70,86,715 to Rs. 94,53,469 an increase of 33 per cent. There was an increase of expenditure from all sources except local and municipal funds; the reason for this has already been explained.

The total indirect expenditure increased from Rs. 26,77,643 to Rs 41,11,633, the increase being shared by all heads except University and Direction. The most noticeable increases have been under Inspection, due to the enlargement of the inspection agency and met from provincial funds, scholarships and buildings and miscellaneous, which mainly refers to private institutions and hostels, met from fees and private sources.

The direct expenditure from provincial revenues on Government institutions increased by 14 per cent. in the period: the increase being distributed over all classes of institutions. It is mainly accounted for by the strengthening of the staffs of the Arts Colleges, the reorganization of the Engineering and Teachers' Colleges and School of Arts, and the grant of compensation for the dearness of food to students in training schools. It would be larger but for the exclusion in 1912 from the educational accounts of the expenditure on the Medical College and Schools. The amount spent by District and Municipal Boards on their own elementary schools rose from Rs. 6,17,394 to Rs. 11,75,697 owing to the considerable extension of this kind of education. Under Grants-in-aid, expenditure on secondary schools varied little during the quinquennium but owing to the change of system mentioned above the bulk of that on elementary schools is shown as provincial instead of local and municipal. Taking, however, the three sources of public expenditure together grants-in-aid to elementary schools increased in the quinquennium from Rs. 8,95,556 to Rs. 12,32,920 or by 38 per cent.

Provincial receipts and charges.

29. The budget grant for the year 1911-12, under 22. Education, was Rupees 49,94,000 and the altered grant Rs. 45,65,000 or including printing at private presses Rs. 45,65,100. The expenditure under the above heads was Rs. 45,66,453 or Rs. 1,353 more than the altered grant.

Excluding the figures relating to the Lawrence Asylum, Ootacamund, but including the expenditure on educational buildings, provincial receipts and charges aggregated Rs. 3,25,359 and Rs. 49,21,783 against Rs. 2,58,699 and Rs. 38,89,732 respectively in the previous quinquennium. The increase in receipts was mainly due to the inclusion in the educational accounts of the sale-proceeds of the Industrial schools and Weaving and Tanning departments. The increase in charges was partly under grants-in-aid and partly under Inspection, in consequence of the appointment of additional Inspectors and the provincialisation of the agency of Supervisors of Elementary Schools and was also partly due to the enhanced expenditure on Government institutions.

Grants-in-aid.

30. The total amount of grants-in-aid paid to institutions under private management rose from Rs. 15,53,003 to Rs. 21,36,346. From 1910 the great bulk of the money spent in this way was expended directly from provincial funds, this method of paying aid to elementary

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schools in non-municipal areas having been adopted in that year as already explained. These figures do not include any contributions paid to institutions under public management, nor subsidies paid to local bodies to assist them in maintaining their own schools.

Grants-in-aid from provincial funds.

31. In 1911–12 grants to the amount of Rs. 20,44,109 were paid directly from provincial funds to institutions under private management. This cannot be directly compared with the amount for 1907; because it includes grants to elementary schools formerly paid from district funds. A special grant of Rs. 1,50,000 was given to the Indian Institute of Science, Bangalore, during the quinquennium.

II.—CONTROLLING AGENCIES.

Direction.

32. I was in charge of the department during the quinquennium except that I was on leave in 1908–09 for about six weeks and in 1910–11 for thirteen months. During both of these periods Mr Stone, Principal of the Presidency College, acted for me.

Inspection.

33. During the quinquennium what amounts to a reorganization of the Inspecting Agency for boys' schools was effected. Down to 1908–09 the Presidency was divided into six Inspectors' circles each consisting of a number of revenue districts varying from two to six according to the density of the population and educational forwardness. Each circle contained two or more divisions each consisting of one or more revenue districts and of these divisions there were twelve. Over each division was an Assistant Inspector of Schools. The divisions were made up of Sub-Assistant Inspectors' ranges, each of which was, with a few exceptions, coterminous with a revenue taluk or the area under a taluk board. Mainly subordinate to the Sub-Assistant Inspectors were the supervisors of elementary schools all but three of whom were appointed and paid by Local Boards and Municipalities. They were each in charge of a sub-range and on an average each Sub-Assistant's range was divided into two sub-ranges. The Inspectors were responsible for boys' education in general in their circles and in particular for the inspection and supervision of secondary schools with forms above the third. The Assistant Inspectors inspected the other secondary schools and elementary schools at important centres, supervised the work of the Sub-Assistants, presided at the conferences for admission to aid and final assignment of grants of elementary schools, and prepared most of the statistical returns of their divisions. The Sub-Assistant's work was the supervision of elementary education, and in particular the inspection of elementary schools for grant. The supervisors were originally called inspecting schoolmasters because their work was confined to visiting elementary schools with a view to their improvement. Their functions later included the opening of new elementary schools and the administrative superintendence of schools and the name of supervisor was considered more appropriate.

The first item in the reorganization was the appointment of two more Inspectors and the consequent raising of the number of circles to eight and a reduction in the size of those which had proved unmanageable. The second was the appointment of an Assistant Inspector for each revenue district. The third was the provincialisation of the staff of supervisors. This was done with a view to improving the personnel of the establishment and ensuring a more effective supervision of elementary schools. It was advocated by both Dr. Duncan and Mr. Stuart and proposals for it had been submitted in 1899 and in 1901.

These improvements in the inspecting staff have enabled me to make alterations in the distribution of the work of inspecting officers made necessary by the new edition of the Madras Educational Rules and of the Grant-in-Aid Code. All secondary schools have now been placed in charge of the Inspectors, any assistance they may need in inspection being given by the Assistant Inspectors. The principal work of these latter officers is to supervise elementary education in their districts. They supervise generally the work of the Sub-Assistants and supervisors and check specifically each year the work done by these in a certain number of schools. They are also the educational advisers of

Local Boards and Municipalities. They are still also mainly responsible for statistics, and they commonly preside at the conferences for admission to aid and the assignment of grants. The chief function of the Sub-Assistants is still the inspection for aid of elementary schools. The supervisor's duty is to improve existing schools and assist in the starting of new ones. In order that they may be able to spend most of their time in the schools, they have been almost entirely relieved of office work and correspondence. A supervisor has no office establishment and is regarded not so much as being in charge of a defined locality as a member of a Sub-Assistant's office who goes out to do what executive work is assigned to him by the Sub-Assistant. He keeps a note book in which he records the work he does and submits weekly to the Sub-Assistant a carbon paper duplicate of the entries made. CONTROLLING AGENCIES.

This system obviously makes considerable demands on the initiative, administrative ability and tact of the Assistant and Sub-Assistant Inspectors. The former have to a great extent to plan out their work for themselves and the latter have to see that the supervisors keep themselves profitably occupied in work that is not regulated by a stereotyped routine. The substitution of elastic schemes of studies for elementary schools for the old minutely defined courses has laid on all subordinate inspecting officers in varying degrees the duty of advising managers or teachers as to the subjects to be taken up and the methods of dealing with them, so that these officers require for their work a high degree of pedagogical knowledge and skill. I am glad to be able to say that they have on the whole justified the confidence placed in them. At present the weakest link in the chain is probably the staff of Assistant Inspectors. These are necessarily senior officers, some of whom were recruited at a time when we had to be content with lower educational qualifications than at present, and they do not always find it easy to adapt themselves to the new conditions. In taking over from the Local Boards their staff of supervisors, I was careful to select the more competent but it was of course impossible altogether to ignore the claims of *quasi*-Government service. Recruiting for the cadre of supervisors has since been satisfactory. There are now in it 12 trained teachers of the collegiate grade (B.A., L.T.'s) and I hope that it will in time be possible to make all Sub-Assistants pass through the grade of supervisor. From the Inspectors' reports it is clear that progress is being made in co-ordinating the work of Sub-Assistants and supervisors, but here again we are met by the difficulties attendant on putting new wine into old bottles.

In 1903 a single Inspector was appointed for European and Training Schools and placed in charge of the European boys' schools and the training schools for masters. As the Code of Regulations for European Schools was brought fully into operation and the training schools under the new system called for more and more attention, his work became increasingly exacting and in 1908–09 it was found that something must be done to lighten it. It was also the opinion of some of the Inspectors that their efforts to improve elementary education were somewhat impeded by their having no control over the institutions in which the teachers were trained. The functions of the Inspector of European and Training Schools were therefore modified. The inspection of all and much of the management of the Government training schools was transferred to the Circle Inspectors, the Inspector of training schools being charged with the management of the Teachers' Certificate examinations, the preparation of the budget estimates for training schools for both masters and mistresses, the selection of sites for buildings, applications for building grants to aided schools, training courses, and all matters common to all schools and affecting the co-ordination of their work. At the same time the inspection of most of the European girls' high schools was transferred to him. In 1911 the Breek's Memorial school, Ootacamund, ceased to be a Government school and since experience had proved that the Inspector of European and Training Schools was still greatly overworked it was decided to utilize the place in the Provincial Educational Service thus set free for an Assistant for him and the late Headmaster of the Breek's school is the first holder of the new appointment.

Inspecting Agencies for girls.

34. There are three Inspectresses in charge respectively of the Northern, Central and Southern districts of the Presidency and ten Assistant and Sub-Assistant Inspectresses, the work of each of whom is confined to a range of from two to three districts. The

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Inspectress is in general charge of female education in the circle, and directly supervises higher education and special education for females. The Assistant and Sub-Assistant Inspectresses, who are not administratively subordinate to the Assistants, are more especially concerned with elementary female education. An important part of the work of the Inspectresses and their subordinates is the management of the Government girls' schools and the Government training schools for mistresses. The above organization has remained in force for the whole of the quinquennium and there is no doubt that the work of all grades of the inspecting agency is heavy.

Inspection of technical schools.

35. At the opening of the quinquennium there was an Inspector of Technical Schools who did not, however, hold this as an independent appointment but discharged its duties in addition to those of some other, such for instance as a Professorship of Engineering. He did not inspect all the special schools, but only those of a distinctly industrial character, the inspection of others being left to the Circle Inspectors or where necessary entrusted to specialists. In 1909–10 the Department of Industries was created and the industrial schools were transferred to it, the duties of Inspector of Technical Education becoming merged in those of the Director of Industries. In 1911 the Department of Industries was abolished and in place of its Director a Superintendent of Industrial Education was appointed and the industrial schools passed to his control.

Personnel.

36. The department lost the services of Mr. Logan by retirement in 1910. Mr. R. G. Grieve was appointed Inspector of Schools in the Seventh Circle, having previously held the post of Vice-Principal of the Teachers' College. Mr. Middlemast was confirmed as Inspector of European and Training Schools in the same year and when later in it he was appointed Professor of Mathematics in the Presidency College, Mr. R. Littlehailes was appointed Inspector of European and Training Schools. On his taking leave Mr. J. H. Melville, late Inspector of Industrial Schools under the Home office, was appointed temporarily by the Secretary of State to fill his place. Messrs. O. J. Couldrey and H. O. Kershaw were appointed in 1909 to the Indian Educational Service and placed in charge of the Third and Fifth Circles respectively.

Mr. Chatterton was appointed Superintendent of Industrial Education in 1911.

In 1911 Miss Arnold was transferred as Inspectress from the Central to the Southern Circle and Miss Lynch from the Southern to the Central Circle.

In 1907 Mr. A. I. Mayhew succeeded Mr. Middlemast as Deputy Director of Public Instruction and was succeeded by Mr. H. S. Duncan in 1910.

III.—UNIVERSITY AND COLLEGIATE EDUCATION.

(*a*) THE UNIVERSITY.

Indian Universities Act.

37. I described in some detail in my report for the quinquennium 1902–03—1906–07 the reorganization of the University consequent on the passing of the Indian Universities Act. During that quinquennium the administrative reorganization was effected, so that during that under review the University has worked with a Senate and Syndicate constituted as laid down in the Act. The work accomplished may be summarised as the completion and perfecting of the new scheme of examinations and the bringing of it into operation so far as the necessarily gradual nature of this process allowed, the revision, in the light of experience of some regulations, and the improvement, by inspection, advice, disciplinary action, and university teaching of the body of affiliated colleges and recognised high schools. There is no room for doubt that the work has been carried out more smoothly, expeditiously and efficiently than would have been possible under the University regulations as they were before December 31, 1906.

Scheme of titles for oriental learning.

38. The establishment of a system of titles or distinctions for purely oriental learning engaged the Senate's attention as early as 1906, and in 1907 a committee was appointed to draft regulations for this purpose, which reported to the Senate in 1909. The committee's recommendations were accepted with some modifications, and Government having satisfied themselves that the scheme would not unduly burden the revenues of the University and that the relevant remarks and suggestions of the Indian Universities Commission of 1902 had been considered, sanctioned the necessary regulations in March 1910.

The original intention in framing these regulations was that the proposed titles should encourage the study of oriental languages and literature on indigenous lines, but the view was successfully advanced that the University should seek to introduce among pandits and maulvis the more critical methods of European orientalists. With a view to qualifying candidates for this the regulations require that they shall have passed in the English division of the Matriculation examination. Except for this requirement the regulations establish a system of education on oriental lines parallel with, but separate from, that carried on under the other regulations in Arts. Candidates unless specially exempted must receive adequate instruction for four years in an approved institution and must attend any special courses of lectures the Syndicate may institute for the purposes of the examination. The titles to be granted are Siromani added to Veda, Vedanta, Nyaya or Vyakarana, for purely Sanskrit studies, Maulavi-i-Fāzil for Arabic, Vidvan for two Dravidian languages or for one such and Sanskrit and Munshi-i-Fāzil for Persian and Urdu. The examination is to be held once a year and for the first time in 1915.

In 1911 Government sanctioned the establishment of an honour's course in Arabic language and literature similar to the course in Sanskrit language and literature.

Revision of the L.T. course.

39. The University was so fully occupied down to December 1906 in elaborating its new courses for the degree of B.A., that it was found impossible to effect the very necessary revision of the course for the L.T. degree. Government, therefore, on the understanding that this would be taken up without delay, included the old regulations for that degree in the body promulgated in December 1906. The Board of Studies in Teaching accordingly drafted revised regulations which were recommended by the Syndicate for adoption by the Senate. That body, however, preferred to appoint a committee to deal with the matter and regulations drafted by it were, after exhaustive discussion and considerable modification in committee, passed by the Senate and finally sanctioned by Government in November 1909.

The new regulations seek to lay down courses of studies rather than merely to provide an examination syllabus, and in this respect conform to the underlying intention of those for other degrees. They also seek to meet the needs of teachers of diverse aptitudes and previous studies. Under them all candidates will study the general principles of education and also their application to the teaching of English, and of all the subjects to young children, but each will specialize in the teaching of either Mathematics, Physical Science, Natural Science, History and Geography or languages other than English. All will undergo a practical training in the art of teaching, and no one will be admitted to the degree who has not satisfactorily completed the course in a recognised training college. The old practical examination which consisted in teaching two lessons before a board of not fewer than two examiners finds no place in the present regulations. It was represented that it was not fair to make so much depend on a man's power to teach acceptably a class of strange pupils in unfamiliar surroundings, that elaborate preparations of the lessons to be taught, amounting to cramming, was common, that candidates often failed through nervousness, and that consequently the examination afforded little evidence of the relative teaching power of the candidates. The objections to the examination would have been minimised by arranging for observation of the work of teachers in their own schools, but this was considered impracticable. It is at present too soon to pronounce an opinion on the success of the new regulations. It is only since the reorganisation of the Teachers' College this year that teaching in accordance with them has been possible. There is no doubt, however,

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that the new syllabuses are an improvement on the old both as regards contents and arrangement and that the choice of studies allowed will not only tend to provide the class of specialized teachers that the schools need but also favour the awakening of that intelligent professional interest which is not the least valuable of the results of training. Fears were freely expressed in the Senate that the abolition of the practical examination would result in a falling off in teaching ability. It must, however, be remembered that a teacher after taking his degree merely passes from college to departmental supervision and control, and it may be expected that departmental action will at least maintain the standard of teaching in schools at the level it reached under the old system. There will always be great differences between the best teachers and the worst but it seems better to follow in the teaching profession as in others the policy of letting each man find his level than that of seeking to limit the exercise of it to those who have conformed to an arbitrary standard of ability.

Oriental languages in the Arts courses.

40. As noted in the last quinquennial report Government while adopting in the main the regulations drawn up by the University in 1905–06 added to them a regulation making composition in an Indian vernacular compulsory for the Intermediate examination. This regulation was subject to much criticism on the grounds that it tended to discourage the study of Sanskrit and bore hardly on students who had not taken up a vernacular in their school course. As regards the first it was pointed out that while previously pupils in schools studied at their option a vernacular or a classical language all must in future study a vernacular language and consequently could only take up a classical language in addition, that in order to take a classical language they would therefore have to take two languages in addition to English. It was found to be the case that since the notification of the regulation the number of boys taking Sanskrit in school had materially diminished.

When these facts came to be generally known, the Senate in 1908 appointed a committee and on its report passed resolutions abolishing composition in a vernacular language as one of the compulsory subjects for the Intermediate examination. The Government declined to sanction these resolutions. The question was again raised in the Senate in 1910 and another committee was appointed to consider it and made recommendations which were adopted by the Senate and when thrown into the form of regulations approved by Government.

To understand the changes thus introduced, it must be remembered that under the regulations of 1906 candidates could choose one of four groups of subjects for the Intermediate examination of which Group III was Ancient and Modern History and Logic and Group IV Ancient or Modern History, a classical language or a foreign or Indian vernacular language. The regulations as revised show only three groups, all the subjects of the former Groups III and IV being included in Group III, and candidates are allowed to take any three of these five subjects, provided that a candidate wishing to take Moral Science, History or two languages for the B.A. must have taken for the Intermediate either Logic, Ancient and modern History, or a classical language respectively. The intention of this alteration was to encourage the study of classical languages, particularly Sanskrit, since it allows students to take Sanskrit whether they intend to take Moral Science, History or languages in the B.A. course. It is impossible to forecast the result of this change. All that we know so far is that while 2 per cent. of the candidates presented Sanskrit under the old grouping of subjects 4 per cent. of them did so under the new. Apart from the realization of its avowed objects the change is a good one as adapting the Intermediate course to a greater variety of tastes and aptitudes than before.

With a view to compensate students for the addition of vernacular composition to the examination, the Senate further recommended the omission from the English Course for the Intermediate Examination of the History of English Literature.

It was pointed out that making vernacular composition compulsory was subject to the difficulty that there were students of purely Indian descent who knew no vernacular language, having only a colloquial smattering of one or more. To meet this difficulty and further to encourage the study of classical languages it was decided to allow translation into English from a classical or foreign language to be taken as an alternative to vernacular composition.

41. The exclusion of the History of English Literature from the Intermediate Course made necessary some further changes and the regulations were so recast as to clearly set forth the course of study that colleges are expected to follow and to simplify the examination. A similar revision of the B.A. (Pass) Course in English was also effected. This course originally included the History of the language with the outlines of Historical English Grammar as defined by a syllabus, but when it came to drawing this up the Board of Studies found themselves in something of a dilemma. While the interests of sound learning seemed to call for that treatment of the subject favoured by modern scholars it was felt that the compulsory inclusion of so technical and specialized a study in the English course was unnecessary. The difficulty was met by giving candidates a choice between the history of the language and the principles of rhetoric and style. The new regulations embodying changes in the Intermediate Course were sanctioned by Government in March and those for the B.A. Course in May 1911.

Revision of the Arts courses in English.

42. Another and far more momentous change in the University's system of examinations remains to be noted. From the foundation of the University entrance on a course of study had been contingent on passing an examination in a fixed number of subjects, and so far as it is possible to fix such a thing, of a fixed standard of difficulty. The regulations for this examination had been subject from time to time to alteration, but for many years the subjects had been the same, changes being confined to the manner of examining in them or in the estimation of their relative importance. The new regulations of 1905 left the Matriculation Examination substantially as it had been. Improvements were made in detail but the University appears to have been troubled by no misgivings as to the possibility of deciding with perfect definiteness what a boy must know to be fit to enter on a University Course. In the last few years all this has been completely changed.

Regulations for Matriculation.

In June 1908 the scheme for the award of Secondary School-Leaving Certificates was drawn up and in July 1909 Government requested the Syndicate of the Madras University to state whether they would be prepared to accept the school-leaving certificate as a substitute as a whole or in part for the Matriculation Examination as a qualification for admission to the University Course. The result of the Syndicate's deliberation on this reference was a recommendation to the Senate of certain changes in the regulations. These incidentally restored to the word Matriculation its true meaning of admission to a University by adding to the Regulations a section headed "Matriculation" defining the ways in which this may be effected. The first of these is by registration as a matriculate by virtue of holding a school-leaving certificate accepted by the head of an affiliated college as evidence of fitness for a University course of study, the second passing the Matriculation Examination of the University or some other examination accepted as equivalent thereto.

The acceptance by the Senate of this regulation indicates a very considerable change of opinion. I do not propose to attempt an exhaustive explanation of how this change was brought about but I think that there is no doubt that the report of the Committee on the Matriculation Examination had a good deal to do with it. This Committee was appointed by the Syndicate in 1908 to investigate the cause or causes responsible for the large number of failures that occurred year after year in the Matriculation Examination. The percentage of failures had indeed year after year been enormous and had resulted in attacks by the managers and teachers on the character of the examination.

The Committee made a minute and extensive enquiry, calling for returns from the University and from the schools, compiling statistics, scrutinising question and answer papers, and examining witnesses. Their report indicated that, while the causes of failure were principally those defects in the staffing, management and equipment of the schools which it is the constant aim of the department to diminish, defects in the examination itself were in some measure responsible for the low average of success from year to year and for much of the variations in the annual results and that the object of the examination of selecting those students and those only fit for a University course was imperfectly realised. They further made

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certain recommendations amongst which were that the number of compulsory subjects in the examination should be reduced and optional subjects and optional questions should be introduced and that the examination should be conducted by a special board the members of which should not necessarily be examiners and on which the high schools should be directly represented.

The Committee's report therefore not only threw considerable discredit on the Matriculation Examination but made suggestions which were met, and more than met, by the Secondary School-Leaving Certificate scheme The Committee's report therefore may be presumed to have influenced the Senate in accepting the scheme. Their doing so made a revision of the Matriculation regulations unnecessary. They did however obtain the sanction of Government to an addition to the regulations providing for special boards for the purpose of supervising the Matriculation Examination and the Intermediate Examination in Arts.

Alteration of the University year.

43. The new regulations included transitory provisions for bringing into operation the revised scheme of studies and examinations. The University year having been changed from the calendar year to one extending from July to the following March the period from January 1910 to March 1911 was treated as one University year consisting for fee collection of three terms, and there were no Arts examinations between January 1910 and March 1911. This was not altogether a disadvantage since it gave the first two Intermediate classes under the new system a course of five instead of four terms. This was some compensation for our having to recruit the first class for the Intermediate Examination under the new regulations from students who had matriculated under the old system, the first Matriculation Examination under the new having been held in December 1909.

First intermediate examination.

44. The first Intermediate Examination was held in March 1911 and 41·4 per cent. of the candidates passed it. This result does not compare unfavourably with that of the First Examination in Arts in recent years and may be taken to indicate that the much greater stringency of the requirements in each subject taken up was compensated by the reduction in the number of subjects. This also probably explains a very great increase in the proportion of candidates passing in the first class. This approached 30 per cent. whereas under the old regulations it never reached even 10 per cent. The board appointed to superintend the examination considerably moderated the results arrived at by the Registrar's tabulation of the marks, presumably on the principle of allowing candidates to pass who showed decided proficiency in some subjects while they were a little below the standard in others. The first examination under the new scheme for the B.A. Degree (Pass) will take place in March 1913, and for the B.A. Degree (Honours) in 1914.

Inspection of colleges.

45. No general inspection of colleges was undertaken by the University between 1905–06 and 1909–10. In the intervening years however the replies received from affiliated colleges with respect to the defects pointed out in them were considered by the Syndicate and the necessary action taken on them. There was much to be done in most of the colleges in the way of improving buildings and equipment, teaching staff and instruction, and the residence and supervision of the students.

In 1908 the appointment of another inspection commission was mooted and as a preparatory step the Syndicate called for reports as to the extent to which the recommendations of the previous commission had been acted on. These replies amply proved the need for another inspection which it was at first intended to confine to those colleges most needing it. Later the inspection of all the affiliated colleges including those for special education was decided on and this was carried out between February 1910 and February 1911, by three commissions which were accompanied by the Director in his official capacity and by the Registrar as Secretary.

From the tenor of the reports of these commissions it appears that in most colleges considerable improvement had been effected since the first inspection, but that this was in part due to the stimulus of the detailed interrogations the issue of which preceded the second inspection. Some colleges appear to have waited for

action on the part of the University before seeking to meet adequately the requirements of the new courses. This seems to indicate the need for a constant rather than an intermittent relation being maintained between the Syndicate and the Colleges and with this in view the colleges were asked to report by a fixed date what they had done to carry out the suggestions of the commissions. They have done so and the Syndicate through a permanent Committee appointed for the purpose on which members of the commissions serve has taken and continues to take necessary action. Incidentally the commissions note the usefulness of inspections as affording the college authorities the opportunity of receiving the advice and support of the commission as regards improvements and of discussing the difficulties peculiar to each institution.

Inspection of colleges for affiliation.

46. The new University Regulations have made the conditions to be complied with by college seeking affiliation more stringent. A considerable number of colleges have been inspected for affiliation in one or more subjects and in most cases the affiliation has been granted. In 1911 affiliation was for the first time granted for honours courses, to the Presidency and Christian and St. Joseph's (Trichinopoly) colleges in Physics and in History and Economics, to the two former also in Natural Science, Mental and Moral Science and English and to the first also in Chemistry and Sanskrit Language and Literature. A Teachers' College opened by the Government of Travancore was affiliated in the same year. The affiliations in the various Intermediate and pass B.A. Courses need not be particularized. It is worthy of note however that four colleges were affiliated for courses in the Indian vernacular languages.

Vacation lectures.

47. Towards the close of the last quinquennium the University arranged for the delivery during the Christmas vacation of lectures to teachers in secondary schools on modern and experimental methods of teaching Mathematics, the cost of which was met by a special grant from Government.

In 1907–08 Government having intimated their willingness to make a special grant towards the cost of vacation lectures for teachers or for University professorships the Syndicate decided to accept it for the former, and arranged for courses during the Christmas vacation of 1908, on the teaching of History, Geography, Chemistry and Physics. Since the applications of many teachers to attend these lectures were of necessity rejected, they were repeated in the vacation of 1909. The curtailment of the Christmas vacations necessitated by the rearrangement of the University year has prevented any further action of this kind. The courses given have done much to improve the teaching in high schools.

University lectureships and studentships.

48. For many years the University has conducted its examinations at a profit and in 1908–09 the accumulated capital from this source, known as the fee fund, amounted to over seven lakhs. With a view to realising the intention of making the University something more than a mere examining body the Syndicate obtained the sanction of Government to the expenditure of the interest on this fund upon University lectureships and studentships, and necessary regulations were passed by the Senate and received the approval of Government in November 1909.

The regulations for lectureships provide for courses of lectures which, although they may be delivered in any affiliated college, will be open without additional fee to all honour students and which will be University lectures in the sense that attendance at them will be part of a University course, and also empower the Syndicate with the sanction of the Senate to make from time to time special arrangements for a course of lectures to be delivered by a person eminent in arts or science on any subject they may select. The regulations for studentships provide for the award annually of not more than eight of the value of Rs. 75 per mensem to enable graduates to undertake for two years research in any subject in the Faculties of Arts, Medicine and Engineering and also empower the Syndicate to make arrangements for affording facilities for research and to defray the cost of it from University funds. In July 1911 the Christian and Presidency Colleges arranged that certain of the lectures in English Language and Literature in the

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two colleges should be open to students of both without the payment of additional fees and the University sanctioned this arrangement for inter-collegiate lecturing. University lecturers have been appointed for the University year beginning in July 1912. So far no studentships have been awarded.

The University library.

49. In 1907 the Government made a grant of Rs. 1,00,000 to the University library which now contains more than 10,000 volumes. It bids fair to soon outgrow the accommodation available for it in the Connemara Library building and the question of housing it in a building of its own must soon arise.

(*b*) ARTS COLLEGES.

Number of colleges.

50. All the Arts Colleges in the Presidency except three of those maintained by Government are attached to high schools and many of them are only affiliated to the University for the Intermediate course. In some cases the college departments of these institutions were until recently little more than two classes attached to the high school which were not infrequently called the seventh and eighth classes. A not unimportant part of University reform has been insistence on a marked severance of colleges from schools and on the provision in the former of teaching of a really collegiate standard. During the quinquennium the managers of no fewer than six institutions have recognized their inability to raise their college departments to an adequate standard of efficiency and have closed them. These are, the Wardlaw College, Bellary, St. Joseph's College, Cuddalore, the Presentation Convent and the Church of Scotland Mission College, Madras, and the American Baptist Mission College, Ongole, all affiliated for the Intermediate course, and St. Peter's College of the S.P.G. Mission, Tanjore, affiliated for the B.A. pass course. Except perhaps in the case of the Wardlaw College, Bellary, which was the only college in the Ceded Districts, I do not think that the decision of the Managers need be regretted, since the abandonment of the attempt to maintain college departments should conduce to the greater efficiency of their high schools.

Accommodation and equipment.

51. The stimulus and advice of the University inspection commissions and the distribution of Rs. 2,80,500 from the special non-recurring grant placed at the disposal of the Madras Government by the Government of India in aid of University education have led to very considerable improvements in college accommodation and equipment. Considerable sums have also been forthcoming from the Mission Societies and from private benefactions. The Christian College, Madras, and the American Mission College, Madura, may be mentioned as having in particular benefited in this manner. Attention has been increasingly directed to the provision of hostels and to the supervision of the lodgings occupied by students. There are few colleges that have not now some hostel accommodation and those without it are attended by few students from a distance. There is still room however for considerable extension of the hostel system. The University regulations now give to the Syndicate disciplinary powers over students in hostels.

The number and distribution of students in Arts colleges.

52. The strength of the Arts Colleges has hitherto mainly depended on the numbers passing the Matriculation Examination. The new regulations for Matriculation however allow Principals of Colleges to admit to a college course students whose school-leaving certificates show they are fit for it. The immediate result of the change was the admission into the first year college class of nearly twice the number of students that has usually in any year joined it. This seemed to indicate that admissions had been made with insufficient care, and enquiry by the Syndicate showed that in the case of some colleges this had been so. Measures were accordingly taken which it is anticipated will ensure better grounded and consequently less numerous admissions in future.

Leaving out of account this abnormal rise there has been a steady though not large decline in the strength of the Arts colleges during the quinquennium. This is sufficiently accounted for by the fact that this included two years of abnormal failure in the Matriculation Examination and that these were not fully compensated for by a year of equally abnormal success and is no indication of any diminution of either the will or the power to pursue university studies. The number of girls in all arts

colleges rose considerably. There were 32 such on 31st March 1911 and 46 in 1912. The number of students taking postgraduate courses also rose somewhat. The distribution of the students among the various courses has altered little except that there has been a steady increase in the numbers taking History and Economics. In the second term of 1911-12 there were in all 92 students reading for Honours, in the Presidency College 60, in Christian College 20, and in St. Joseph's College, Trichinopoly, 12. They were evenly distributed among Languages, Natural and Physical Science, and History and Economics.

Scholarships in the Presidency College.

53. For many years Government has granted scholarships tenable in a college selected by the holder. In addition to these, scholarships are now given tenable only in the Presidency College and awarded by the council of that institution to students of promise and particularly to those who are unable to continue their studies without such assistance. This marks a decided advance in the development of the college along the lines followed by the most famous seats of learning in Europe.

Strengthening of staff of colleges.

54. The demands of the new courses, particulary those in Honours, necessitated a considerable strengthening of the staffs of the Government colleges. Additional professorships in English, Physics, Chemistry and History have been constituted in the Presidency College and the assistant professorships in Geology and Zoology have been converted into professorships. The staff of assistant professors has also been considerably increased both in this college and in those of Kumbakōnam and Rajahmundry; a lectureship in History has been created in the former of these and in Physical Science in the latter. Additions have also been made to the staffs of aided colleges.

(*c*) Colleges or Departments of Colleges for Professional Training.

Law.

The Law College, Madras.

55. This college has continued to prepare graduates for the university degree of B.L. and graduates for the First-grade and men who have passed the Intermediate Examination for the Second-grade Pleadership Examination. The strength has varied little during the quinquennium and there appears to be no diminution in the demand for a legal education. The college has continued to be self-supporting. It did not escape criticism at the hands of the University inspection commission and proposals for strengthening the staff are under consideration.

Medicine.

Medical College, Madras.

56. The Medical College has been nominally controlled by the Education Department since 1855, but it has always been almost exclusively staffed by officers of the Indian Medical Service and budgeted for under Medicine. Towards the end of the quinquennium the question of transferring it altogether to the Medical Department was raised and it was so transferred in 1911. It works in connection with the General, Maternity and Ophthalmic Hospitals so that its students enjoy ample advantages of practical training. New Hygiene and physiological laboratories were completed in 1911 at a cost of nearly two lakhs of rupees; but the Principal had occasion to remark that "these laboratories are but an instalment of what will be required in the way of building in the near future, to enable the college to keep abreast of similar institutions in Europe." The University inspection commission confirmed this view. It pronounced the arrangements for the teaching of Pathology to be quite inadequate and it may be anticipated that further building and a strengthening of the professorial staff will be found necessary.

The college continued to do satisfactory work during the quinquennium, its strength was well maintained and has tended to be in excess of the accommodation.

Engineering.

The College of Engineering, Madras.

57. The reorganisation of this college in accordance with the recommendations of the Committee of 1904 was described in my last quinquennial report. It has since been given effect to, but has recently been modified. It established in the college courses of three years each for Civil Engineers, Mechanical Engineers, Upper Subordinates and Lower

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Subordinates. Only graduates were, and still are, eligible for the first two courses, the qualifications for the other two being a pass in the Intermediate and Matriculation Examinations respectively. Now there is to be a probationary subordinate class recruited from Matriculates and holders of School-Leaving Certificates and the Upper Subordinate class is to consist of thirty students who have shown by their progress during the first two years that they are fit for it. The remainder of the probationary class will form the Lower Subordinate class.

The examinations for promotions, diplomas and certificates were till 1908–09 conducted by an outside board to which two members of the staff were added as advisory members. In that year it was decided that the examinations could be conducted with equal impartiality and more in co-ordination with the college work by the college staff and the Board of Examiners for the College of Engineering was consequently abolished.

The Principal, Mr. James, pointed out that this reorganization of the college classes made a strengthening of the staff necessary, and that in order to ensure the appointment of competent men and the co-ordination of the college work with practical engineering in the Presidency, the subordinate staff should be recruited from the department of Public Works. These proposals were eventually accepted. The staff has been strengthened by the addition of a First Assistant Instructor in Civil Engineering. The cadre of subordinate officers in the Public Works Department has also been increased by the addition to it of two Sub-Engineers, three supervisors, and six overseers. This will admit of the subordinate staff of the college being recruited by temporary transfers from the Public Works Department the officers transferred retaining all the advantages of pay and promotion they would have enjoyed if they had continued to do ordinary departmental work. Such transfers will ordinarily be for only three years so that the teaching in the college should be thoroughly in touch with practical work.

The Committee of 1904 reported that in view of the need for more laboratory and residential accommodation, the future expansion of the college to meet modern developments, and the impossibility of extending the buildings on the present site, it was desirable to move the college. A site has been acquired to the south of the Adyar and plans for new buildings have been drawn up. When these have been carried out, it is anticipated that the college will be able to meet in the most thorough manner the needs of Engineering training.

Teaching.

Reorganization of the Teachers' College.

58. At the beginning of the quinquennium there were two colleges for the training of graduate teachers, at Saidapet and Rajahmundry respectively. The latter had always been something of a makeshift, maintained because it was thought necessary to make special provision for the teachers in the Northern Circars from which until the completion of the East Coast Railway, Madras was difficult of access. Some years ago it was proposed to close the Rajahmundry Training College in order to enlarge and strengthen the Teachers' College, Saidapet, and in 1911 this was done and the Teachers' College was reorganized. This reorganization had been under discussion for some time and was made urgently necessary by the revision of the courses for the L.T. degree. As reorganized the Model School is staffed independently of the college, and the latter has in addition to a Principal and Vice-Principal lecturers in the methods of teaching Mathematics, Physical Science, Natural Science and History and Geography. To provide for this staff two new appointments on Rs. 250 have been created. The permanent staffing of the Model School awaits the sanction of the scheme for the reversion to maintenance by Government of a certain number of secondary schools for the Presidency at large but meanwhile temporary teachers have been appointed. The accommodation of the college has been increased by handing over to it the adjoining buildings formerly occupied by the Agricultural College. Considerable sums are being devoted to the equipment of laboratories and the extension of the library. The Kindergarten Department is maintained on its previous footing. It is intended that there shall be not fewer than 100 graduate teachers trained each year and that number was admitted in July 1911. In the previous year in the Rajahmundry and Saidapet colleges together there had only been 57 students.

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59. The new rules introduced in 1906 greatly modified the system of secondary education. In the first place they emphasized the distinction between secondary and elementary schools by declaring that a school must be either one or the other, whereas the old rules dealt with departments, rather than schools, so that a school might contain one, two or three of the Upper Secondary, Lower Secondary and Primary departments. Under the existing rules no secondary school can contain an elementary department. The ideal school will have classes corresponding as respects the pupils' age with those of the elementary school from the infant to the fourth standard, but these classes will be secondary in the sense that they are organized and taught with a view to the pupil's future career in the secondary school. The old lower secondary department has disappeared from our classification, because in so far as its existence implies the provision of an end education midway between the elementary and secondary standards, we consider that it is unnecessary. Boys in secondary schools are assumed to contemplate a complete secondary course culminating in admission to an Arts college or a Technical institution or some walk in life necessitating such a course. Boys who wish to go beyond the ordinary elementary standard, but to leave school without completing a secondary course should do so in a higher elementary school.

Character and scope.

There were in 1906 many lower secondary schools and a departmental problem has been how to fit these schools into our revised system. It was at first in contemplation that they should all be classed as elementary, and that admission from them to secondary schools should be penalized. It was found, however, that the need for preparatory secondary schools was very generally experienced, as without them many parents would either have to give up the idea of a secondary education for their sons or send them away from home at too early an age. It was consequently decided to extend re-recognition as secondary to as many of the old lower secondary schools as could be shown to be necessary for this purpose.

During the early years of the quinquennium consequently the financial stability, the efficiency of management and necessity for existency of each of such schools was reviewed and a certain number were refused re-recognition, the largest number in one year being 45 in 1908–09. Meanwhile applications for the recognition of new schools were only granted when the conditions laid down in the rules were fully complied with. In the remaining years of the quinquennium there were further withdrawals of recognition as secondary from such schools. There are still, however, in the Presidency a number of secondary schools that have not the three higher forms and that have commonly no forms above the third. These are known as incomplete secondary schools, the justification for their survival being that they are preparatory secondary schools or branches of a central complete school. In 1912, there were 186 incomplete secondary schools as against 271 English lower secondary schools in 1907.

A secondary school may also be incomplete in the sense that it has no classes below the third form. The absence of the lower classes is one cause of admissions to the forms of boys from elementary schools. Secondary schools are therefore encouraged to open the lower classes and the proportion of schools complete in this sense has materially increased. There were in 1912, 41,243 pupils in the infant and four lower classes of secondary schools as against 33,984 in 1907 notwithstanding the considerable fall in the number of schools. The completion of secondary schools in this way is not unattended with difficulties. Parents prefer to keep children in elementary schools as long as possible, because the fees are low. They are neither influenced by the class-feeling that keeps so many children out of the board schools in Great Britain nor impressed by the superiority of the training given in the lower classes of secondary schools. These classes consequently rarely go below the second class and are thinly attended and a source of expense to the schools of which they would gladly be relieved. It is also the case that the increase

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in the numbers of these preparatory classes and pupils is partly due to the absorption by secondary schools of elementary schools under the same management.

Admissions and promotions.

60. In describing in 1907 the severance which it was sought to effect between secondary and elementary education I pointed out the necessity for this purpose, of restricting transfers from elementary to secondary schools. I remarked "if free transfers were allowed between the two classes of schools a large number of schools really secondary in character and feeders to complete secondary schools would masquerade as elementary both for the sake of avoiding the stringent requirements of the department and of the material advantage to be gained from the lower scale of fees prescribed." The rules of 1906 therefore contained a provision that a pupil coming from an elementary school cannot be admitted into any class of a secondary school higher than the fourth (the class next below the first form) and to be admitted into that class he must have passed through the fourth standard of the elementary school and have secured an elementary school-leaving certificate marked "good". In practice this rule was found to inflict unnecessary hardships on parents who lived in places where there was no secondary school with preparatory classes, and it was accordingly revised in 1907–08 and headmasters were authorized to place a newly admitted pupil in the class he was found fit for, subject to the revision of the Inspector, irrespective of the kind of school from which he came. This freedom was not always exercised with judgment and the proportion of admission from elementary schools tended to rise. This was particularly the case with elementary schools in towns, many of which had for years been feeders of secondary schools and continued to be treated as such by the authorities of such schools. A further modification of the rules was consequently effected by the fee notification of 1910 which provides that in the case of admission into forms I, II, III, or IV of a pupil who does not produce a certificate of attendance at a recognized secondary school an entrance fee equal in amount to the year's fee of the former class next below that into which he is admitted shall be levied in addition to the ordinary fees, provided that if the headmaster is satisfied that previous to admission a recognized secondary school was inaccessible to the pupil, this entrance fee may be reduced or remitted. The value of this rule clearly depends on the meaning placed on the word inaccessible and I fear that headmasters are inclined to some laxity of interpretation of it and that admissions from elementary schools are, if anything, becoming more frequent.

Complaints of the laxity of headmasters in making promotions and of their accessibility to parental pleas for mercy, have long been common places of inspection reports. The rule which limits appearance for the Matriculation and Leaving Certificate public examinations to boys over 15, the equalization of fees for the middle and high school forms, improvement in the morale of headmasters, and, it may be hoped, a growing clearness of perception of their children's real interests on the part of parents, have tended to mitigate this evil and the Inspectors agree in reporting that there has been an improvement in the quinquennium in the way in which promotions are made. There is, however, plenty of room for further improvement. School managers too often interfere in promotions: in this as in other matters they shrink from entrusting the school staff with responsibilities that legitimately belong to it with the result that headmasters are far from having in purely school matters that position of freedom from outside control that experience proves is the best guarantee of efficiency.

Fees.

61. The changes in the University Regulations and in the Madras Educational Rules set up a much higher standard of staff and equipment in colleges and schools than formerly with the result that much larger expenditure on them is now necessary. It was considered that those who benefited by the superior education given in these institutions should help to bear the burden of this increased expenditure and accordingly in 1909–10 the revision of the fee regulations for colleges and schools, which had remained unaltered since 1894, was taken in hand. These regulations lay down the standard rates of fees leviable in colleges and schools under public management. They do not seek directly to impose these rates on private managers. The Grant-in-aid Code, however, declares that in calculating the grant admissible to a secondary school

expenditure incurred by the management in defraying any difference between the fees calculated at standard rates and those actually collected, will not be considered as necessary expenditure. Other things being equal, therefore, a school loses in grant a sum equal to half that by which its fee collections fall short of what they might be at standard rates, and it is commonly the interest of a school from a financial point of view to levy fees at standard rates. Moreover, the fee regulations state that private managers will not be permitted to compete improperly by unduly lowering fees. Any rise in the standard rates laid down by the fee regulations is therefore likely to lead the majority of private managers to raise their rates correspondingly, and experience proves that it does do so. There are however several striking instances in which one school has feared to raise its fee rates owing to a doubt as to whether a rival school will follow suit and when one school is a mission school and the other the creation of indigenous effort the situation has an ironical side. I submitted proposals for the revision of the standard rates in 1909–10 and after they had been discussed by a conference of representative gentlemen interested in education a revised fee notification was issued in the following year. This notification not only raised the rate of fees but also introduced modifications in their collection that should favourably affect the working of the schools. The school year is divided into two terms of which the second, from June to December, is much longer than the first, January to May. The notification recognizes this and lays down differential rates for the two terms. The old rules laid down different rates for each class and form, so that it was the pecuniary interest of managers to promote boys as rapidly as possible. The new rules prescribe the same terminal fees for each of the main divisions of the school, the sixth to the fourth form, the third to the first, the third and fourth preparatory classes and the infant, first and second classes. This change will remove a frequent cause of ill-advised promotions.

Under the new rates a complete secondary course from the infant class to the sixth form will cost about 22 per cent. more than under the old. The new rates did not come into force till July 1912. From July 1910 till that date an intermediate scale, making about 50 per cent. of the whole increase, has been in force, and has resulted in a considerably increased fee income.

The Secondary School-Leaving Certificate scheme.

62. Possibly the institution of the secondary school-leaving certificate scheme will prove to have been the most important new departure of the quinquennium. For years the imperfections had been recognized of a system of secondary education which made it subservient to an examination ostensibly framed to test fitness for University studies, but made also to serve the purpose of a public service test, and carried on by a body having no direct control of schools. As early as 1889 an attempt was made to create a parallel secondary education meant to fit boys for active life by setting up the Upper Secondary examination. This differed from the Matriculation principally in being more difficult to pass and in not admitting the successful candidates to a University course. It is not surprising that it was favoured neither by managers, teachers, nor pupils, for whom its theoretical advantages were quite obscured by its practical inutility. Only one school ever seriously took up the examination and its candidates were mainly recruited from failures and derelicts. Only 210 persons completed the test although it was held for twenty consecutive years.

These facts as well as the consideration that parents ought not to be obliged at an early stage in their boys' school course to decide what career they should be devoted to, led to the conclusion that a school-leaving certificate ought to initiate its holder in any career that his abilities and circumstances made open to him. The Government consequently proposed to withdraw the recognition of the Matriculation examination as an entrance test for the public service and to institute a school-final examination which would serve both as an entrance test to the public service and technical institutions and a test of satisfactory completion of a secondary course, and appointed a committee consisting of the Director as president and four official and four non-official members to draw up a scheme which should be so formulated as to be acceptable to the University as a substitute for the Matriculation examination either in whole or in part.

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The committee formulated a scheme which carried out the above and other instructions of Government but went further in the path of reform than Government had originally contemplated. They had laid it down that the new examination should guarantee not merely that a boy had passed a certain test but also that he had gone satisfactorily through a definite course of study in a recognized school. The committee, however, decided that what was wanted was not a new test, however wide in scope, but a scheme for the award of a school-leaving certificate which should afford as complete evidence as possible of the character and result of a boy's school career without making any statement of his having attained any fixed standard of excellence or "passed" any examination. Under the scheme which they devised and which was approved by Government any pupil who had gone through a secondary course to the satisfaction of his headmaster could receive a certificate the value of which for any particular purpose could be estimated by any person of the necessary competence such as an officer of Government or the Principal of a college.

In framing the scheme the committee had in view the evil results in schools of the long dominance over them of the Matriculation Examination. These may be summarised as the narrow range of studies to which schools were confined and the discouragement of initiative and originality in handling them: the cramming which was the necessary result of aiming not at mental training nor even knowledge, but at securing a minimum of marks, and which often did not realise this humble aim: the comparative indifference of schools to moral and physical culture and manual training, to anything indeed that had no obvious examination value: the congestion of the higher forms by the return of failures: the frequent unnecessary emigrations from school to school: and the rudimentary organization with which schools were content and particularly their failure to study or provide for special aptitudes.

The description of the scheme which follows will, I think, show that it not only provides for the issue to boys of school-leaving certificates affording all necessary information about their school career, but is also so devised as to retain the advantages of a public general examination while guarding against its producing results comparable to those of the Matriculation. It makes it moreover possible to differentiate much more fairly between one school and another and must eventually lead either to the improvement or to the extinction of the unfit.

The list of subjects includes all those now studied in schools as well as others which it is thought ought to be provided for, and may be enlarged by any that the department may hereafter approve. The subjects are grouped in three divisions known as A, B and C. The A subjects English, Vernacular Composition and Translation, and Elementary Mathematics, will, it is assumed, not ordinarily be omitted in any school and an annual public examination is held in them. The B subjects Geography, Indian History, Elementary Science, Drawing, Physical Training and, for girls, Domestic Economy and Needlework should similarly find a place in every school course. Experience shows, however, that the subjection of pupils to a public examination in these subjects prevents variety and originality of treatment, induces cramming and impairs their value as mental training. It is impossible to say moreover what, if any, fixed quantity of knowledge in them is necessary for entrance on any career. There is therefore no public examination in them. The C subjects are indefinitely numerous. They include all those subjects proficiency in one or more of which is plainly necessary for entering the University, a technical institution, or business, or is recognized as forming part of a good school education. Among them are the more specialized parts of Elementary Mathematics and Science, Algebra, Geometry, Physics, Chemistry and Botany: English History: Classical, Foreign and Vernacular Languages: Commercial subjects, Shorthand, Typewriting, Book-keeping, Commercial Arithmetic, Practice: and Geography, Agriculture, Music, Needlework, Dressmaking and Lace-making. Since heads of colleges, officers of Government and others require precise information as to the progress made by a pupil who claims to have to some extent specialized in any of these subjects a public examination is held in them.

It is to be observed that the scheme makes no subject compulsory. The department expects schools to take up the A and B subjects and a school will not

be allowed to omit any of them without good reason but will, on the other hand, admit such reason. In schools for girls, for instance, it might be desirable to omit English or Mathematics. It is also intended that each school shall take more than one of the C subjects, and it is hoped that schools will increasingly provide specialized instruction so that a bifurcation of courses resembling that of the modern and classical sides of the English public school may become common. There is ample scope, moreover, for the framing of exceptional courses for exceptional schools. The scheme can be applied for instance with no difficulty to European schools, to girls' schools, or to schools in which English is not taken.

With a view to correcting the prevalent view of school work as a mere preparation for examinations and to securing continuity of effort throughout the school course the scheme provides for the entry in the certificate of marks granted in school in all subjects taken up for not less than two terms in each of the higher forms, and this is the only evidence of a pupil's progress in the "B" subjects. The certificates are completed by the entry of the marks obtained in the A and C subjects in the public examination for which pupils can only appear if considered fit when their certificates show attendance for a minimum number of days for a year in each of the higher forms. The certificates do not contain any statement that a pupil has or has not "passed" the public examination. They contain entries of the average marks gained in the various subjects in the Presidency and in the particular school and a comparison of the marks of any pupil with these should afford necessary information as to his proficiency.

The system therefore gives to schools and to individual pupils a considerable choice of subjects and to teachers especially in the "B" subjects considerable freedom in framing courses and syllabuses. It also imposes on them a large measure of responsibility. They have, in the first place, the duty of assessing the marks "in school" which should not be done merely by class examinations, but as the result of careful observation of pupils' work of all kinds, oral and written. They have further to make entries under physical training and games and general remarks on special aptitudes, character and conduct. The proper performance of this last duty requires intimate knowledge of individual pupils and it is hoped that its imposition will not only emphasise the importance of moral and physical culture but will encourage personal interest in pupils.

The scheme further makes provision for pupils who obtain certificates of a standard lower than they desire. They can rejoin a school for a year or more to improve their marks in any subject they have already taken or to take up new subjects. This arrangement should help much to improve the organization of teaching in schools. One great defect of the old system was the congestion of the sixth forms owing to the return to them of boys who had failed in Matriculation. In large schools sixth forms were commonly divided into two, three, or even four parallel sections, the boys in them all doing the same work and all repeating the work of the previous year. The new arrangement will not only diminish the number returning to school but will oblige the schools to provide specialized instruction for those who do return and in doing so to take advantage of the sections in which the forms are worked.

The scheme tends to check needless migrations since no term counts for the certificate that is not spent wholly in one school. In the present state of practice and opinion in the matter it seemed inadvisable to go further, but as schools become better organized and their work more individualized it may be expected that they will tend to admit pupils in the middle of the year with less readiness than at present. That there has been regrettable laxity in such admissions is shown by the facts that of 9,747 pupils in sixth forms in 1907, 2,080 were admitted from other schools in 1907 and 1,083 in 1906, that is to say, that nearly a third of the candidates for Matriculation in 1907 must have begun their high school course in one school and completed it in another, and there is no reason to suppose that this year, the only one for which figures were collected, was exceptional. The difference of 1,000 between 2,080 and 1,083 probably gives approximately the number who left their schools for others at the end of 1906 and therefore pursued their studies in at least three different schools. These shiftings are inevitable in a certain number of cases owing to the transfer of parents or guardians from station to station but their

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astounding prevalence must astonish and sadden all those who have a high ideal of school education.

The public examinations are conducted by a board which also worked out the details of the scheme and which the Director can consult as need arises. It consists of the Director as President and four official and four non-official members. The Secretary to the Commissioner for Government Examinations is ex-officio its Secretary. Its members are Inspectors of Schools, Managers of Aided Schools and others in close touch with secondary education.

The only alterations of any importance made in the light of the first two years' working of the scheme are allowing a boy to count a minimum number of days' attendance in a school year as an alternative to a minimum number of days in each term, and the tentative introduction of a practical examination in Physics and Chemistry. This is at present optional to pupils taking these subjects and will only be held in schools possessing the necessary science equipment. Some attempt to teach these subjects was obligatory in every school preparing candidates for the Matriculation and in perhaps the majority of cases competent teaching and proper equipment were alike wanting. Such schools may now select other subjects or they must make suitable arrangements.

As consequences of the introduction of the scheme the Upper Secondary Examination has been discontinued and holders of Secondary School-Leaving Certificates affording evidence of proficiency in the ordinary subjects of a school course and in two additional subjects, not being Shorthand or Typewriting, have been declared eligible for Government service and a pass in the Matriculation Examination has been excluded from the list of qualifications for that service.

The scheme has now been adopted by all high schools in the Presidency and the entries for the Matriculation fell in 1912 from eight or ten thousand to 580. The scheme with or without modification has been adopted in Hyderabad, Travancore, Cochin and since the end of the quinquennium in Mysore.

The first public examination was held in 1911 arrangements being made for the candidates to sit for it each in his own school, and for it 7,290 candidates, including 68 girls, were presented by 173 schools and the certificates of 7,253 candidates were completed by the signature of the Secretary to the Board. Only two candidates did not take English and only 43 did not take Vernacular Composition and Translation. Among the C subjects the History of England was taken by the largest number of candidates and Algebra and Geometry, Chemistry and Physics were also taken by considerable numbers. These were all Matriculation subjects which the schools had long been accustomed to teach. The percentages of marks in the Presidency showed no great variation for the various subjects, except in the case of Physics and Chemistry, the percentages for which were as low as 14 and 18 respectively. Many schools were as already stated ill-equipped for teaching them and the examination in them was moreover certainly stringent. Few candidates took a Classical Language, Sanskrit being only taken by 613 as against 1,748 in the Matriculation Examination of 1909, the last for which there was any considerable number of candidates. The numbers taking a Vernacular Language under C showed a similar though smaller falling off. This was particularly marked in Malayalam the figures being 556 and 1,397 respectively. The decline in both cases was doubtless due to the action of the University in regard to college courses rather than to anything inherent in the scheme.

The second examination was held in March 1912. For it 6,393 pupils were presented. Of this number 2,111 sought to improve the certificate obtained in the previous year. In view of the large number of admissions to colleges noticed above this number is somewhat large. It probably contains almost all those who got marks in English decidedly below the old Matriculation pass standard and the choice of supplementary subjects supports this inference. Almost all tried for a better mark in English, about half for one in Elementary Mathematics, and few or none in any language under C. A smaller number than might have been expected in view of the low average of marks awarded in 1911, repeated Physics and Chemistry. It is to be hoped that this is largely due to care in admissions on the part of schools, which now realize that it is impossible to teach these subjects without proper provision for practical work.

It would be interesting to compare this proportion of one-third holders of Secondary School-Leaving Certificates with which they were dissatisfied with the proportion of candidates for the Matriculation who returned to school after failing. I have only figures for this for one year, however, 1907, and it is curious that in that year it was also about one-third.

The calculation of the average marks in each subject for each school which the scheme necessitates shows that in the examination of 1910 the variation in non-European schools for boys was for English between 45 and 19 per cent., for Elementary Mathematics between 65 and 23, for Physics between 34 and 1 and for Chemistry between 34 and 3. A scrutiny of the average obtained by schools does not always give the same results as regards their relative efficiency as are arrived at by other means but more and more similar results may be expected as time goes on.

All the Inspectors report favourably of the manner in which the scheme has been taken up in the schools. Mr. Kershaw remarks: "The progress on the whole has been satisfactory and much in advance of my anticipations. Schools were on the whole anxious to be relieved from the thraldom of examinations and considering how for many years they have been subjected to the cramping influences of an obsolete examination system, the manner in which they have utilized their newly found liberty is a matter of congratulation." Mr. Ransford says of the scheme that it is beyond question that a more enlightened progress of work evokes more interest. Mr. Hodges says: "The new scheme has been almost universally recognized as a boon and managers have not been backward in showing their appreciation of it." The Rev. H. Schaffter of Tinnevelly writes: "The Secondary School-Leaving Certificate Scheme is a blessing. The manners and conduct and the progress of the students have greatly improved and there is less difficulty in maintaining discipline. The number on the rolls shows an increase this year. The choice of subjects given to students is an attraction causing the increase in number." The idea that the numbers in secondary schools will be increased by the scheme appears several times in the Inspectors' reports. Another notion, for which there does not appear to be any ground, is that schools attached to colleges will profit most by this since boys imagine that their admission to the college course will be easier from such schools.

When the scheme was initiated it was anticipated that the giving of marks in schools would require careful working out. None of the Inspectors consider that this is yet done quite satisfactorily. I am glad to say that in no case has the *bonâ fides* of a school been impugned, but there is a general impression that the marks have not been awarded with sufficient system and accuracy. The Board for the conduct of the examination have given great attention to this matter and have drawn up a system of awarding marks. I think it undesirable to impose this system upon all schools, but it has been communicated to them and should be the means of correcting what is faulty in their present practice. It is very undesirable that the marks should be given wholly on the result of written examinations, and at the same time there is danger that if they are given for oral answers in class the teaching will be interrupted and attention diverted from it to the mere marking, that in fact questioning in class may be used less for the purpose of teaching than of examining. It is not easy to steer a middle course between these dangers but I anticipate that improvement in the efficiency of marking in school will go along with that of teaching in general.

The following interesting remarks of Mr. Pranatartihara Aiyar, Inspector in the Fourth Circle, have a bearing on this subject because the undervaluing of the school marks to which he refers was probably due to the impression that the schools had not had time to adapt themselves to the new conditions:—

"This scheme has now been in operation for two years and has come to be thoroughly well understood and appreciated by the educational public. Its essential features are the great store it sets by the teaching and training given in school and the little value it attaches to an extraneous public test of such teaching and training. It gives free scope to individual development and reduces to a minimum domination from without. It depends for its success not only upon the work done in schools in conformity with its principles but also to an equal and even greater extent, upon the appreciation and recognition of such work by those to whom pupils who complete their school career have to go for either further study or for employment. These are, first,

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the heads of Arts Colleges and technical institutions and secondly the heads of public offices. But so far these last mentioned authorities do not appear to have given the desirable recognition to school work done. On the other hand, they seem to have been mostly, if not wholly, guided by the results of the public examination held by the Board, which is after all but an incident in the scheme. To do these authorities justice, however, the scheme has not been sufficiently long at work for each high school to establish a reputation of its own; and it was only natural that they should have taken for reliable data the results of the public examination. All the same, some harm has been done to the scheme by the report which went abroad at the commencement of this academical year as to the manner in which admissions were made into the junior Intermediate class in Arts Colleges. Pupils have come to disregard the subjects of Group B which do not come in for public examination; and all the disciplinary measures are required to make them give the necessary attention to them. Pupils again whose intention is to take up Group III of the Intermediate Collegiate Course have been known to neglect even Elementary Mathematics of Group A. The subjects of Groups A and B provide the equipment of all-round knowledge and training required for a secondary course and I have found it necessary here and there to impress upon heads of schools the necessity of taking measures so as to discourage any tendency to neglect any of these subjects."

The complaint he makes that pupils are inclined to neglect the B subjects because there is no public examination in them is echoed by other Inspectors, and is, I have no doubt, well founded. These are subjects which depend for their educational value largely on the interest with which they are studied and schools which fail to evoke such interest have chiefly themselves to blame. At the same time his contention that schools are handicapped by the little value attached to marks given by them cannot be ignored, and I take this opportunity of expressing my hope that heads of colleges and officials will co-operate with Government and the department in the reform of secondary education which is in progress by not accepting any certificate which does not afford evidence of proper attention having been paid to the "B" subjects. A scrutiny of these marks is necessary to ascertain whether a candidate for Government service possesses, in the language of the Public Service Notification "sufficient knowledge of the ordinary subjects." A boy who has neglected them, moreover, cannot claim that amount of mental cultivation that would entitle him to admission to a college course even though the further study of them forms no part of that course.

It is not to be expected that in so short a time the schools should have been able to very greatly extend the range of their curricula. A number of schools have taken up commercial subjects, especially Shorthand and Typewriting. Fewer teach Practical Mathematics. One has taken up Agriculture. Under elementary science most schools confine themselves to Physics and Chemistry which they have long been accustomed to teach or to attempt so to do. A few include in their course the elements of Physiology, Botany and Geology. The drawing up of a satisfactory syllabus under elementary science requires much knowledge and skill. It will probably be necessary for the Board to afford some help in the matter.

For the public examinations of 1911 and 1912 the following subjects in addition to those formerly studied for Matriculation, were presented by candidates, Practical Mathematics, Trigonometry, Botany, Music, Agriculture, Physiology, Commercial Practice and Geography, Book-keeping and Commercial Arithmetic, Shorthand and Typewriting, Précis-writing and Indexing, and by girls Needlework and Dress-making. Of these the commercial subjects were presented by the largest numbers there being in all 589 entries (not candidates) in them in 1911 and 624 in 1912.

In 1911 Government sanctioned a grant free of contribution by managers of seventy thousand rupees to enable the schools to equip themselves for the teaching of special subjects under the scheme. Inspecting officers were instructed not to distribute this sum in driblets to all the schools in their circles but in comparatively large sums to such as were prepared to take up commercial subjects, Manual Training or Botany. A number of schools were supplied with typewriting machines and tables, but very few were prepared to take up Manual Training, in one case owing to the difficulty of finding accommodation, which has since been met by a building grant. A few also were supplied with tables and apparatus for Botany and Practical Mathematics. A large proportion of the sum was devoted to workbenches and apparatus for pupils' own work in Physics and Chemistry. Further

large sums were entered in the Budget at the close of the quinquennium for similar purposes. SECONDARY EDUCATION.

63. The Madras Educational Rules require that the headmaster of every secondary school and at least three other teachers in the case of schools containing all the three forms IV, V and VI should ordinarily hold collegiate trained teachers' certificates and that the other teachers should ordinarily hold trained teachers' certificates of a not lower grade than secondary. It was realized that this ideal could not be at once attained. The officers of the department have spared no pains to secure the employment of properly qualified teachers and managers have for the most part, been willing to meet their wishes. The proportion of poorly qualified and untrained teachers still, however, remains large and must do so while the demand for trained men so far exceeds the supply as is the case at present. The secondary schools demand a minimum number of 900 teachers with trained teachers' certificates of the collegiate grade, that is, practically, of men with the degree of L.T. Fewer than this have taken that degree. Of those who have done so many are employed in colleges, training schools, and the inspecting staff and there has of course been wastage by death, employment outside the Presidency and other causes. The supply of secondary teachers is similarly limited. Comparatively few matriculates adopt teaching as a permanent profession and of late years the outturn of secondary has even been smaller than that of collegiate teachers. In the light of these facts it is not surprising that few complete schools have the number of L.T. teachers required by the rules and fewer incomplete schools have a L.T. headmaster, and that the lower classes of both complete and incomplete schools are far too frequently staffed with elementary teachers. There has notwithstanding been an improvement in the quinquennium in the professional qualifications of teachers in secondary schools. The total number of pupils has risen by nearly twenty per cent. while that of schools is less by two hundred owing to the reduction in grade of old lower secondary schools, while the number of teachers with collegiate certificates has risen by twenty-five per cent. The number of secondary grade teachers has fallen by nearly ten per cent. and that of the elementary grade by nearly forty per cent. The number of graduate teachers without professional certificates has also considerably risen and that of uncertified teachers of the lower grades fallen. *Staff.*

As regards collegiate teachers the reorganization of the Teachers' College, described elsewhere, will increase the supply although it is clear that the minimum number of one hundred students will have to be considerably exceeded if supply is ever to overtake demand. Mr. Kershaw and Mr. Pranatartiharа Aiyar agree in thinking that the Secondary School-Leaving Certificate scheme will tend to increase the number of secondary teachers, and I think this likely enough, but it is to be feared that it will be largely by boys with inferior certificates taking up teaching in despair of doing better. Mr. Hodges thinks that the want of definite scales of pay with periodical increments in schools under private management keeps their staffs weak while on the other hand Mr. Pranatartiharа Aiyar thinks that the rigidity of scales of pay in schools under public management prevents their getting such good teachers as private managers whose rates can follow the market. It is generally thought that a provident fund would render the profession more attractive. It is no doubt the case that it largely fails to attract men of the highest abilities, but I suppose that it is almost universally the case that men take to schoolmastering for want of something better. It is some indication of improvement in the quality of teachers that sixteen Masters of Arts have been trained in the Teachers' College, in the quinquennium, eight of them in the last year of it.

Some advance has been made in the organization of the staffs of high schools. The rules now require that there shall be a headmaster in addition to a teacher for every class who shall devote most of his time to supervising and co-ordinating the work of the assistants. There are now few schools which have not teachers specially qualified in History, Mathematics and Science respectively, although these are too often untrained graduates. These things have made possible decided progress in school organization and management. It is now the rule for the teaching to be done according to courses of study and syllabuses

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carefully thought out beforehand. The idea that a term's work is properly defined as a portion of a text-book is losing its vogue. In discussing the Secondary School-Leaving Certificate scheme I have noted ways in which this may be expected to further improve the organization of schools.

Complaints have been frequent during the quinquennium as to the stringency of the requirements of the department, but there are signs of a more general appreciation of the fact that the aim has been to make education more of a reality and less of a name.

Accommodation.

64. It is only of recent years that much attention has been given to school architecture. The older school buildings consist of a series of rooms each commonly large enough to accommodate several classes, or where class rooms are provided dimensions are calculated on the minimum standard of 8 square feet per pupil including verandahs. Rooms adapted for special purposes such as laboratories, room for drawing classes, for libraries and reading-rooms are not to be found. Class rooms commonly open one into another, are sometimes ill-lighted and ill-ventilated, and are of unsuitable shape, being often long and narrow because they are walled in verandahs. As long as the hollow square arrangement of backed benches without desks was the ideal one for a class, and the presence of several teachers shouting against one another in the same room was accepted as an inevitable condition of school work, these defects aroused no comment. The modern conception of secondary education has led to their being increasingly recognised. The aim of managers and inspecting officers alike is now to provide a sufficiency of class rooms giving space enough for the arrangement of classes in desks each to accommodate two or three pupils, and, in addition, rooms adapted to specialized teaching. With a view to assisting in this Government requested Mr. Nicholls, their Consulting Architect, to prepare plans of a model high school building which were circulated to all Inspectors and Inspectresses. This action has been supplemented by the initiative of some missionary managers, particularly Americans, who seek to attain in their school buildings the high standard of perfection set up in the States. The new buildings and additions of the quinquennium have been therefore commonly planned on more enlightened lines than formerly.

In the First Circle the accommodation of several schools has been extended. The Virasalingam High School, Rajahmundry, has been provided with a large and well-arranged building. The Raja's school, Tuni, the A.E.L.M. High school, Peddapur, the Pittapur Raja's College, Cocanada, and the Mrs. A.V.N. College, Vizagapatam, have all been considerably added to. In the Second Circle there has also been building activity. Important buildings have been completed or are in progress for the Venkatagiri Raja's and American Baptist Mission Schools at Nellore, the Tenali school, the American Evangelical Lutheran Mission College, Guntūr, and the Noble College, Masulipatam. In the Third Circle out of the seven privately managed schools four have undertaken large extensions. "On the whole" writes the Inspector, "the energy shown throughout has been most gratifying." The Cole Memorial school at Kurnool is said to be a model of what a school building should be. In the Sixth Circle there has been similar activity. The Zamindar's High school, Kattuputtur, the S.P.G. College, Trichinopoly, the High school, Srīrangam, the Findlay College, Mannārgudi, and the Kaliyana-sundaram High school, Tanjore, all have new buildings of considerable extent in a more or less forward state of completion. In the Seventh Circle the American Mission College has been provided with a handsome building designed and completed in every detail of equipment on modern lines, the Madura College has completed a new wing and smaller additions have been made to the Municipal High school at Dindigul, the Hindu High school at Srīvilliputtūr, the C.M.S. College, Tinnevelly, and the Caldwell High school, Tuticorin. In several schools rooms have been set aside as science laboratories, and quite a number of schools have new buildings in contemplation. In the Eighth Circle the most considerable extension of accommodation has been the completion of a large and well-planned building for its College at Calicut by the Basel German Mission.

I have not data for a comparison of all this activity with that of previous periods but I believe that exceptional progress has been made both in the quantity and quality of school building. An enormous amount remains however to be done.

65. Considerable improvement has been effected in the equipment of schools. It is now the rule for the three highest forms to be provided with desks, arranged where the shape and size of the class room admit of it in parallel rows. In the First Circle Mr. Muhammad Azam writes that almost all the schools are now supplied with dual desks of different sizes. In the Seventh Circle, on the other hand, Mr. Hodges notes that hardly a single school has a good supply of desks. The grant free of Managers' contributions in 1911–12 was largely utilized in furniture. Classes below the fourth form are still far too often not provided with desks. Pupils consequently may be seen not only writing but doing practical geometry in books held on their knees. Much of the slovenliness in written work which the Inspectors complain of is no doubt due to pupils working in this posture, fit enough for incising cadjan leaves with a style worked on the thumbnail, but totally unsuited for writing in the European manner.

Equipment.

Next to furniture the most pressing need of the schools is for science apparatus and particularly for the equipment of laboratories for pupils' own practical work. Here again the special grant of 1911–12 helped, but considerably more expenditure is necessary.

During the quinquennium Rs. 4,04,232 were paid as grants-in-aid for equipment as against Rs. 79,483 from 1902–07, and the very large increase in the amount of these grants in recent years has been almost entirely due to increased expenditure on secondary schools.

66. The conception of the functions of an Inspector has greatly developed during the quinquennium. It is now a commonplace that inspection work should be constructive and the Inspectors spare no pains in improving teaching methods in the schools and despite some inevitable disappointment at the results of their efforts, it is evident that a real reform is in progress. The "direct" method of teaching English is now almost universally employed and with marked success. Composition is attended to and boys are encouraged to read outside their text books. The labours of Mr. Yates in the first circle have had much to do with the first reform and the University's device, adopted also in the leaving certificate scheme, of prescribing books "of which a detailed knowledge will not be required" and setting for matriculation papers consisting largely of composition subjects taken from these books, with the others.

Methods of teaching.

In mathematics practical methods are increasingly employed and the prescription of syllabuses in which the artificial barriers raised between arithmetic, algebra and geometry are broken down, has done much to rationalize the treatment of the subject. Science teaching is probably least well done. There are some schools with well-equipped laboratories for pupils' work but these are exceptional, and outside them it is not surprising if work in physics and chemistry is still little better than text-book study with at best a few demonstration experiments. Mr. Champion in the third circle is better satisfied than other Inspectors with science teaching. He writes—

"Many schools are provided with suitable laboratories; in others they are in process of construction; and I anticipate that, at the rate of progress made during the year under report, within three years all schools will possess sufficient accommodation, furniture, and apparatus to allow of practical work throughout the syllabus by at least ten boys working at the same time. Class-work, too, has made satisfactory progress: so far as the supply of apparatus permits, experiments are performed, and their results recorded, by the boys themselves. At the same time, the spirit of true investigation has yet to be created; the teacher is still too prone to dictate the various steps in the experiments, original work by the boy being confined to observation of the results."

History and geography teaching have been greatly improved. The making of relief maps and maps to show special features such as climate, distribution of population and trade routes is common. Teachers strive to represent the facts of both history and geography in their causal relations.

Improved methods are not of course handled with equal success in all the circles and in every school. Mr. Kershaw remarks of his circle that, "in no school has history received local treatment. No school has taken up for detailed study a short period of Indian History, none specialized in any of the special features of geography, none made a special study of any one branch of science."

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Mr. Hodges is dissatisfied with the teaching of English. "For the most part," he says, "teachers refuse to realize that English is a foreign language, and must be taught as such. Reformed methods are only adopted in name, and the teachers' preparation is usually inadequate." Mr. Hart, however, says "the teaching in English is undoubtedly improving from year to year. In the teaching of prose and poetry many teachers are beginning to give up the old method of requiring the meaning of single words and phrases in simpler English or in the vernacular, attention is being directed to the thought contained in whole sentences and paragraphs and in poetry to stanzas or sets of lines: summarization and giving the substance in the pupils' own words are required and in this way more practice is given in the use of the language. Composition is receiving more attention too, though there are still some schools that think that one period a week is enough for this subject." Mr. Braithwaite considers that in his circle "the teaching of mathematics may be considered fair on the whole. Work can be more practical and thus more interesting. In one school at least occasional outdoor work in measurement of areas is done. The ordinary teacher is not, however, careful as to the methods employed and as to the neatness of the class exercise books." It is clear too from what he says about history teaching that modern methods are not always understood. "Teachers give notes slavishly on every point, instead of confining themselves to those questions only on which the text-book gives little or no information. Some do not make efforts to prevent the learning of books or notes by heart . . . . The subject gives the teacher too many opportunities to spout and to presuppose too much knowledge in the class, without troubling to elicit their ability by questioning." Mr. Muhammad Azam in the first circle finds little to criticise in the English teaching but pronunciation which he says "leaves much to be desired in most schools although attempts to improve it by the use of phonetic script are being made in some institutions with a certain amount of success." On the whole the Inspectors are satisfied that real progress is being made in the high schools and my own inspections confirm their view.

The work of the incomplete secondary schools is in general much less satisfactory, and in view of the too frequently low qualifications of the teachers we are able to secure for them this is not surprising. As I have pointed out it is impossible that many of them should have graduate headmasters of their own. With a view to mitigate this evil I initiated in 1907-08 with the approval of Government a system of grouping such incomplete secondary schools as could not employ graduate headmasters with a neighbouring efficient complete school. The objects of the grouping were to emphasize the position of the incomplete schools as preparatory, and to secure for them the supervision of the headmasters of the complete school. The first idea was by no means new. Many incomplete schools were informally recognized as being "feeders" of high schools. There were also precedents for the second. It is common enough for a manager, the president of a local board or a missionary, to have several schools under his charge and to work them more or less in connection with one another. The scheme aimed principally at a much more complete supervision than had been previously exercised. During the quinquennium it has received considerable extension and the majority of incomplete schools are under supervision, usually of some neighbouring headmaster. I am bound to say that the results of introducing it have fallen short of our expectations. The work of the supervising headmasters is too often perfunctory and spasmodic. It is not altogether their fault that it is so. In the nature of things it is difficult for the headmaster of a large high school to find time for supervising other schools particularly as this often involves journeys of some length. The system works best where a local board employs for a group of schools an itinerating headmaster who has no school of his own. This is done with conspicuous success by the Palghat Municipal Council and by the District Board of South Arcot. I do not consider that anything short of the provision of graduate headmasters for all these schools would be a permanently satisfactory arrangement. It will be long before this is possible and the grouping of incomplete schools under an itinerating headmaster is the best practicable solution of the problem of their staffing.

Moral training and discipline.

67. There are still grounds for the complaint that the schools do not do enough for the formation of character. As Mr. Yates remarks "there is in them no organised attempt to influence boys'

lives." Such moral influence as they exert, and I am not disposed to undervalue it, is indirect and sub-conscious. They do at least form habits of punctuality, attention, accuracy, and within well recognized limits, of obedience. In proportion as school work is rationalized I believe that it makes for clarity of mind and a favourable disposition towards truth in general and towards its related virtues, and the improvement in the morale of the lower grades of the public service and in business, of which there is overwhelming evidence, proves to me, at any rate, that it is easy to belittle the moral value of our secondary education.

Early in 1912, Government appointed a strong and representative committee to discuss religious and moral instruction in schools. It remains to be seen whether any action can be taken on the recommendations of that committee.

Discipline was on the whole well maintained during the quinquennium. The secondary school-leaving certificate scheme has been already found to improve it by the inducements the scheme holds out to regularity of attendance and work and the power it gives to headmasters of entering in the certificates remarks as to character and conduct.

Physical education.

68. Except that there has been some increase of the amount of football, badminton and other games played in schools, there is little to record under the head of physical education. The great bulk of the boys pass through their school course without further physical training than is afforded by perfunctory attendance at drill and gymnastic classes which owing to the impossibility of maintaining an adequate staff of instructors in the larger schools occur too infrequently in the week to have any appreciable effect. The secondary school-leaving certificate scheme provides for a terminal entry under this head and it is to be hoped that this will stimulate interest.

Number and strength of secondary schools.

69. The number of secondary schools fell considerably during the quinquennium chiefly owing to the causes already explained. The number of complete secondary schools remained nearly constant till the final year of the quinquennium when owing to their inability to comply with the demands of the new rules the managing body of the Church of Scotland Mission school, Madras, decided to close it and the managers of two other complete schools had to close their higher forms.

The number of boys in secondary schools increased steadily up to 1909–10, when it was over 100,000, but fell by more than 5,000 in 1911–12. This fall was pretty evenly distributed over the higher classes. There was a gain of 2,000 pupils in the classes below the third form. From July 1910 the enhanced rate of fees mentioned elsewhere came into force but this is not likely to have affected the strength of the fifth and sixth forms, the withdrawal of recognition from some incomplete schools may have been the cause of the fall in strength. In 1911–12 there was some recovery in strength although sixth forms very commonly fell off. This is attributed to pupils' being satisfied with leaving certificates showing only a low degree of proficiency and consequently not returning to improve them. This was particularly the case with the old stagers in the sixth form who were glad to be released from the fruitless struggle to pass the Matriculation examination. During the quinquennium there was a net gain of pupils of about twenty per cent.

Expenditure in secondary schools for boys.

70. The total expenditure in secondary schools for boys rose from Rs. 17,90,619 in 1906–07 to Rs. 24,41,066 in 1911–12. The expenditure from public funds rose from Rs. 2,36,384 to Rs. 2,45,696 and fees rose from Rs. 12,89,651 to Rs. 17,38,715; the average fee per pupil increased from Rs. 13—15 to Rs. 16—14 in the period. The amount provided from private sources rose from Rs. 2,64,584 to Rs. 4,56,655. The expenditure from private sources on schools under private management increased from Rs. 2,59,046 to Rs. 4,50,017.

General.

71. I remarked in 1907 that the spread of secondary education in this province is perhaps not such a pressing matter as improvement in its quality. The quinquennium just completed has been marked by efforts at such improvement and as I have already intimated I believe that, largely under the influence of the secondary school-leaving certificate scheme, what may not improperly be called a reform in school organization and teaching methods is in progress.

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There are, however, some features of secondary education that I cannot regard with complete satisfaction. The schools are much too apt to depend for their maintenance exclusively on fees and grants. Few of them are endowed in the sense that English educational foundations are so and none are largely endowed. In some cases the endowment fund is of the nature of floating capital liable to be drawn upon at any moment of emergency however temporary. The absence of endowments makes the schools too dependent on their fee collections and obliges them to have in mind not so much an ideal of education as the demands of the pupils and their parents. They cannot moreover restrict admissions to the numbers for which they can provide adequate teaching and accommodation. Consequently successful schools tend to be over-crowded and unmanageable. It is increasingly common for the forms to be divided into two, three or more sections. The demand for teachers is consequently altogether out of proportion to the supply. Raw graduates who have often no intention of permanently following the profession have to be engaged for these sections, or men of lower qualifications still. It is not surprising therefore that the constructive labours of the inspecting staff are too often inoperative and that in report after report the same defective methods are recorded. It is idle to enquire how far the retention of the old Lower Secondary examination by stemming the flow of boys into the high school forms would have prevented congestion because it would only have been transferred to a lower stage. The leaving certificate scheme may be expected to do something to relieve it, but as the scheme is better understood it is likely that boys will return to school to improve their certificates in increasing numbers. Nothing we have been able to do so far has appreciably converted the demand for secondary into one for higher elementary education. The more successful the leaving certificate scheme proves to be the more widespread will become the desire to obtain a certificate and the greater the pressure on high school accommodation. We must therefore, I think, contemplate a continued increase in the quantity of secondary education and seek means to prevent this impeding the improvement of its quality.

The raising of the rates of fees above described is one of these means since it will place larger funds in the hands of managers and enable them to improve the pay and prospects of the teaching profession. Additional funds now available will afford increased assistance from the State in the improvement of existing schools without departure from the principle that a considerable proportion of the cost of secondary education should be borne by the class that benefits by it, but extension must probably depend upon large provision of funds from private sources. The question of establishing a provident fund for teachers in private institutions is under consideration, and expenditure upon provident funds started by private managers is now recognized as a proper object of aid. A scheme for taking under the direct management of Government certain schools under board and private management to be worked as model schools is awaiting sanction and Government have given assurances that the cost of it will not be met by diminishing the assistance given to existing private schools, this has not however prevented certain people from expressing their fear that these schools may be too good for others to imitate. These measures are contributions to the solution of the problems of secondary education —how to meet both the demand for efficiency and that for extension, and how to determine the proportions in which its cost should be respectively borne by the parent, the State and private management.

In conclusion I can only add that more remains to be done than has been achieved up to now and that few, if any, of the existing schools are what they ought to be. There are so few people in the country with any knowledge of a really good school and of these many seem to have in the course of years allowed their standard to be influenced by environment.

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Managing agencies.

72. The number of Government schools still continues very small, being less than one per cent. of the total number of schools.

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The policy has been consistently followed of seeking to increase the number of schools managed by local boards and municipalities, with the result that the percentage of such schools has risen from sixteen to eighteen. Nothing has been effected in the quinquennium to diminish the difficulties in the way of this policy. The resources of local boards and municipalities remain much what they were except that they no longer have to pay supervisors, and so much as 15 per cent. of these resources, a proportion usually taken as a proper one, is by no means always devoted to education. The annual subsidizing of local boards by the Provincial Government has consequently continued and in addition to this in 1911–12 they allotted a special subsidy of Rs. 87,500 to district boards for the opening of new schools and undertook to maintain the schools so opened for two succeeding years at an estimated cost of Rs. 1,60,000. I had previously had a list drawn up of villages in which new schools might be opened with prospects of success, and this greatly facilitated the opening of schools; 696 new schools had been opened by the end of the year.

Of the schools under private management over one-fifth or nearly 22 per cent. are under missionary management, as against 21 per cent. at the end of the last quinquennium. This indicates the extent of missionary activity in starting new schools and taking over schools from private managers.

The remaining schools are still under the kind of management I described in 1907, that is, they are managed by private individuals whom philanthropy or self-interest has induced to establish them, or by teachers. They depend almost entirely on fees and grants.

As in 1907 about three-fourths of the elementary schools are aided, the causes that exclude from aid the other one-fourth being their ephemeral character, their being in a stage of probation, rejected owing to inefficiency, or superfluous in their particular locality.

As regards the relative efficiency of the different managements it may be confidently said that the last is the least so; "Teacher-Manager" schools in particular are ill-housed, ill-equipped, and ill-taught. They do, no doubt, at a relatively small cost to Government, offer the rudiments of instruction to many children who would otherwise be without them. I doubt however whether they are doing much to increase the real literacy of the population and it is probable that additional expenditure can be more profitably devoted to opening board schools in villages where there is now no school, and to taking "Teacher-Manager" schools under board management than in further encouraging such schools.

Elementary School-Leaving Certificate.

73. I remarked in 1907 on the unpopularity of the abolition of the Primary examination and the substitution of the Elementary school-leaving certificate for a certificate of having passed an examination. Whether the people are now reconciled to the change or not, 74,000 leaving certificates have been issued since the system was introduced and I estimate that of pupils whose schooling ends with the fourth standard, about one in three takes a certificate.

Male pupils in elementary schools.

74. The number of male pupils in public elementary schools was at the end of the quinquennium 828,831 which shows an increase of 34 per cent. on the preceding quinquennium. The Census return for 1911 shows an increase in the male population of eight per cent. so that the increase in the number of male pupils in elementary schools has been at a much higher rate than that of the population.

Distribution of pupils among the standards.

75. In 1907 I remarked upon the distribution of pupils in the various school years, particularly in elementary schools. I pointed out that the greatest accession of strength had occurred in the quinquennium 1902–03 to 1906–07, not merely numerically, but also relatively, in the first school year and that this was largely explicable by the abolition of the results grants system under which the grants were graduated according to the standard of the pupils presented for examination, being lowest for the lowest standards, because all pupils being after that abolition equally valuable to the teacher from the point of view of grants-in-aid, it was his interest to swell numbers by the admission of all children who could be induced to come to school. In the quinquennium under review the unevenness in the distribution of

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pupils has increased. At the beginning of the quinquennium there were 35 per cent. of the total number of pupils in the infant standard and 24, 19 and 16 per cent. in the first, second and third standards respectively. In the succeeding years the percentage in the infant standard has risen and in the other standards fallen so that in the final year there were 43, 22, 16 and 14 in the infant and first, second and third standards respectively. As I said in 1907 "even this limited function of the school is not to be despised and it is something that even in this way the influence of the school is making itself felt." At the same time it is impossible to escape the conclusion that a considerable number of children that enter school do not get beyond the infant standard and that these can receive no education of permanent value. It is not easy to say how many years' schooling results in permanent literacy, but since a school with three standards above the infant is the typical elementary school it may be presumed that the acquisitions of a school career of much less than four years do not persist in adult life. The percentages given above indicate that the tendency in the quinquennium has been for a diminishing proportion of pupils to pass from the first into the second and from the second to the third standards. That is to say the rise in the number of pupils in elementary schools cannot have resulted in a proportionate increase of literacy.

The disproportionate distribution of pupils in elementary schools was discussed by Mr. Orange in his Progress of Education in 1902–07 (pages 101, 102). Since he did not take into account the figures for all the different standards of primary education, but based his discussion merely on the proportion of pupils in fourth standards, which is a matter lying outside the scope of my present discussion, he failed to reach any important conclusion. He pointed out however that the extension of primary education depends not only on the percentage of the population in school but also on the average duration of school life. So long as the number of admissions does not diminish, the longer children stay in school the more of them will be there in any particular year. In a country that has reached the state of primary education that India has, we might reasonably hope to have evidence of increased numbers being due to both these causes. In Madras what evidence there is points the other way. The number of children in school increases but the duration of their school life does not do so. If it did we should have an increase of strength in the higher standards which would tend to equalize the size of the classes. The tendency however is in the other direction, the infant standard is the only one that not only becomes larger but also contains from year to year an increasing proportion of the pupils.

I am not prepared with any remedy for this state of things. It has been proposed to improve matters by giving higher capitation grants and allowances for pupils in the higher standards but this scheme is open to objection. It assumes that it is the teacher's fault that the lower standards are disproportionately large and that if he were encouraged to do so he could increase the size of the higher and so he doubtless would in numberless cases and that by the easiest method of unduly accelerating promotions, thus improving statistics rather than education.

Of course the evil to be combated is not the admission of pupils but their premature withdrawal. In Europe legislation has been necessary to prevent this. In Madras we can only hope that as the schools are made more efficient, parents will increasingly appreciate the advantages they offer and less frequently remove their children as soon as they can be put to any kind of work. It is perhaps hardly to be expected that in so short a time our efforts to provide a training fitting the child for the life he has to lead should have been sufficiently recognized by parents to have appreciably lengthened the average period of schooling. It is hoped that very much may be done during the ensuing quinquennium by remission of fees, provision of books and slates and the offer of other inducements in all cases where poverty has exercised a restraining influence.

Curriculum and stages of instruction.

76. The complete elementary school should provide for eight years of instruction, *i.e.*, should have seven standards above the infant. There are at present few such schools and I do not anticipate any great increase in their number for years to come. They have

become more numerous during the quinquennium as the figures in the margin show, but these also show that the rate of increase of the second year of the new classification of schools has not been maintained. The addition of 65 schools to the list in 1908–09 is explained by the conversion owing to that reclassification of old lower secondary into higher elementary schools. The later additions have been partly due to the rise in the standard of schools previously classed as elementary. I noted in 1907 the popular preference for incomplete secondary over complete elementary schools. There are few, if any, indications of a diminution of this. There is a very wide spread idea that if only the school be called "Secondary" the pupils will learn English—that what they would learn under this designation could be anything better than a good elementary school might offer is, of course, with our present supply of secondary teachers, a fallacy. The great reason for staying at school beyond the fourth standard is still the hope of a secondary school and possible University career. The prospects must indeed be glittering that will induce a man of the small farmer class to keep his boy out of the fields when he has acquired a smattering of the three R's, and the small shopkeeper either does not send his boy to a recognized school at all or has no faith in an extended schooling, making him more fit for business. The educated classes naturally want their boys to do better than themselves in their own line, so that the demand for higher education comes mainly from them and is often a demand for a secondary school to be maintained from local funds.

Number of complete elementary schools.	
1907–08	81
1908–09	146
1909–10	162
1910–11	174
1911–12	188

Most of the schools classed as higher elementary contain only four standards above the infant. These schools were formerly known as Upper Primary and since pupils from these were admitted to the Primary examination, they have long been a recognised rung in the educational ladder. The changes of 1906 had for one object to beat down the popular faith in examinations as the end of education and to substitute a system that should provide for the masses an education suited to their needs and not circumscribed by arbitrary standards. Moreover, prior to 1906, as fourth standard pupils earned a comparatively high rate of grant every teacher although single-handed endeavoured to open a fourth standard to which he devoted an altogether undue proportion of his time. No specific encouragement was therefore given to the multiplication of fourth standard schools by assigning higher rates of pay or grant to them, it was left to the inspecting officers to encourage the maintenance of a fourth standard wherever it was wanted and a teacher was competent to take it. It was believed that the rates of pay recommended for board schools, which are more favourable the more teachers there are employed, would sufficiently encourage the opening of higher standards in these schools. It is now commonly represented that they do not do so, because whereas headmasters in three standard schools are allowed to retain the fees they collect and trained teachers in such to share in a capitation allowance, the opening of a fourth standard deprives the teachers of these advantages while the higher rates of pay do not compensate them for the loss. Whether the Madras Educational Rules and the Grant-in-aid Code should be modified so as to definitely encourage the opening of fourth standards or at any rate to remove obstacles to it, is now under consideration. The proposed abolition of fees on a large scale will of course put an entirely different complexion on the matter and the necessary alterations in the rules and Code will be proposed without delay. No doubt there are schools the standard of which might be raised with advantage; but there is a danger that if the opening of the fourth standards were made too profitable, many of them might come into the hands of incompetent teachers. It is the case that the proportion of fourth standard schools has declined during the quinquennium. In 1906–07 it was nearly 23 per cent., in 1911–12, 17 per cent.

Such guidance as to curricula as was thought necessary for inspecting officers and schoolmasters is to be found in the Scheme of Studies for Elementary Schools originally issued in 1907 and again with modifications in 1908. Strictly speaking this scheme makes no subject compulsory but the following subjects are recommended as desirable for all schools. The Vernacular, Space and Number work, General Knowledge, Drawing, Recitation with appropriate Ragams, *i.e.*, Singing, and Physical Exercise. Instruction may also be given in any of the following:

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English, Geography, Civics and Indian History, Nature Study and Elementary Science, Hindustani or any South Indian Vernacular in addition to the pupils' mother tongue.

The names of the subjects intended for all schools are self-explanatory except perhaps General Knowledge. This comprises the simpler parts of Nature Study, Geography and Civics as these are understood in elementary schools, and simple and important rules of health and conduct. In particular pupils should be able to point out on the village survey map any particular field and its boundaries, to calculate kist, to know what a patta means, to know how to durkast (apply) for waste lands, how to relinquish land, how to apply for change of registry, and how to apply for remission.

The underlying idea of the scheme is that schools should give the pupils that training that their parents' circumstances and their own prospects call for. It recognizes the necessity of acquiring the arts of reading, writing and ciphering, but it seeks to make their acquisition subserve the purposes of mental training. It adds Drawing, not so much as an end in itself as because it is a means of expression and is also a valuable mental and physical discipline. The knowledge sought to be imparted is that likely to be useful in after-life and is of a kind that closely unites the pupils' school with his home life. In so far as his range of knowledge is extended by study of any of the additional subjects the relation of it to his life is similarly kept in view.

The methods of teaching recommended are realistic and practical. The lower classes should be Kindergartens, in the higher full use must be made of apparatus and illustration and everything must be done to prevent school work degenerating into a monotonous routine.

The change sought to be effected, however, is not only of curricula and methods. The scheme of studies also contemplates a more elastic classification or grouping of pupils than the rigid yearly standard system. Promotions may be made more frequently than annually. No special portion of the work is prescribed in any grade for any particular year or standard, as the amount accomplished each year will necessarily vary according to the circumstances of the school. It is for the inspecting officers to see that work given for any particular class or group is suited to the capacities of the pupils.

The great work of the quinquennium in elementary education has been to bring the schools gradually nearer to the ideal put forth in this scheme. The inspecting officers have been warned not to force the pace. It is no part of their duty to try to make teachers do what they are obviously unfit for. For the most part the older men have to be allowed to go on in their old ways, only conforming to the scheme so far as they are able to understand it. The younger men, especially those who have been trained in recent years, understand it better and the inspectors express themselves as not dissatisfied with the progress that has been made. It is not surprising that parents should be slow to understand the new system, and should be opposed to "play schools," but often when they can be got to come to the school and see what is really being done they become warmly interested in it. Perhaps there is a danger lest the ordinary school arts of reading, writing and ciphering should be neglected in favour of more showy subjects that it is easier to pretend to teach intelligently, particularly as the teacher has no longer the examination for results grants to give an artificial value to his work.

The means taken by the inspectors to train the teachers in new methods are the holding of conferences of subordinates, the issue of circulars and visits to schools.

The subordinate officers similarly confer with their subordinates and with schoolmasters and issue circulars. They also give model lessons in the schools and personally instruct the schoolmasters. The training schools are sometimes made use of for courses of instruction for teachers during vacations. The formation of teachers' associations is encouraged and many have come into existence during the quinquennium. Several exhibitions of educational appliances and pupils' work have been held, notably at Nellore, Guntūr, Srīvilliputtūr and Kaity. In connection with them series of lectures and demonstrations have been given. They have been organized by school managers and teachers aided by the inspecting officers and while by no means confined to elementary school work have probably

a special value in relation to it. They have been visited by large numbers of the general public as well as by teachers and must have done something to popularize the new ideas.

It is not easy to estimate the results of all this activity. The inspectors are inclined in their reports to dwell upon the apathy or opposition of parents, the poor attendance at teachers' association meetings, the imperfect grasp of educational principles attained by schoolmasters, their want of initiative and resource in teaching. It is a sign of progress that things which were accepted as a matter of course ten years ago are now the subject of complaint and I have seen enough in my own tours to convince me that the progress in liberalizing elementary education made since the old days of results grants has been considerable.

Effect on elementary education of the reorganization of the subordinate inspecting staff.

77. I recently invited opinions from the inspectors as to the effect on elementary education of the reorganization of the subordinate inspecting staff. They are divided in opinion as to the utility of the work done by district assistant inspectors, which is, I think, explained by some of them having had less favourable personal experience than others. Mr. Kershaw is the only one who complains of the system, going so far as to say "the work of the assistant inspector serves no useful purpose, nay, in fact is rather a hindrance to both administration and efficient execution." He admits, however, that his experience has probably been exceptionally unfavourable and I attach little importance to his opinion in the matter. The other inspectors even when they complain that the assistants under them have not done as much as they might agree as to the potentialities of the system. They say that the assistant inspector having been relieved of grant inspection work has time at his disposal, and that this and the comparative smallness of the area he has to cover enables him to know both the district as a whole and in detail. He is thus in a position to co-ordinate the work of the sub-assistants, to correct individual vagaries, to bring to light abuses, and in general, to impose on the district the policy that Government seeks through the department to carry out. This he does to a considerable extent in the annual conference of the inspecting officers in which the grants for the year are settled and it is decided which schools are to receive enhanced grants and which to be penalized by reductions. His connection with local and municipal boards should also give him opportunities for useful work, but several inspectors are of opinion that these bodies are inclined to undervalue his advice. Cases of the kind have occasionally come to my notice, but I do not think there has been any foundation for a general complaint. Presidents and chairmen commonly welcome the expert assistance of educational officers of all grades and are quick to recognize exceptional ability and energy.

The provincialization of the supervisors is generally admitted to have improved this branch of the service. Mr. Hart writes of their work in the sixth circle :—

"The work of the supervisors is also of a pioneering nature; they visit villages and start and organise new schools where they are required. In this way many villages which were formerly without schools are now provided with a school of some sort or other; most of the recent schools have been started at the instigation of and under the influence of these officers. Then the fairly frequent visits that the supervisors pay to the schools have the effect of stimulating the teachers and keeping them on the alert; their visits being generally surprise ones like those of the assistant inspectors. In these visits model lessons are given and the teachers are practically guided into the rational methods of handling the various subjects. These periodical visits (each school received 2 or 3 visits per annum), are slowly but surely leaving their mark of improvement on the elementary teachers."

Mr. Kershaw describes as follows the manner in which the supervisor's work is organized in his circle :—

"At first, the relationship between the sub-assistant inspectors and supervisors were somewhat strained, owing to the former officers' treating the latter as unconsidered subordinates, and imposing upon them hardships of work and travel and indignities which they considered not consonant with their status. That friction has now been removed and some semblance of method and organization introduced into the work. I have seen that maps of each sub-range have been prepared in each of the sub-assistant inspector's office concerned, that the sub-range is properly sub-divided, so that each school receives a visit once in three or at most four months Programmes are issued by the 25th of the month to each supervisor setting forth the schools he is to visit in the subsequent month, and the work he is to do in each school. Central classes and

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teachers' association meetings are properly organised and regularly held. The supervisor or sub-assistant inspector attends as many meetings as possible and a return is submitted to me every six months containing particulars of the meetings held during that period. Now that the sub-assistant inspectors are beginning to realize the functions of supervisors, the usefulness of the latter's work is improving, and so long as we can obtain keen energetic men to fill the posts, this branch of service should constitute a useful instrument, but the work requires very careful supervision and control, and if this be relaxed I am conscious that simultaneously, sloth and lethargy will supervene and the agency will lose any usefulness it is capable of."

The inspectors agree that supervisors vary much in initiative and pedagogical knowledge and it is clear that their usefulness is largely in proportion to the efficiency of the supervision of the sub-assistants, and less exception is taken to this division of the inspecting staff than to either of the others. The sub-assistant inspectors are almost all trained teachers of the collegiate grade who, while not without experience, are far from superannuation. Their work is reported to have been generally satisfactory.

Number of teachers.

78. The number of teachers has increased by 31 per cent. during the quinquennium while that of schools and pupils has increased by 12 and 36 respectively. The number of pupils that each teacher has to manage has risen considerably and these are very commonly in two, three or even four different stages of instruction. The smallness of the school attendance, particularly in the higher standards, and the limited amount of grant we have been able to give for each additional teacher makes this inevitable in a large proportion of the aided schools. Schools under public management are better staffed since the standard of staffing recommended in the Madras Educational Rules is now almost without exception adopted by the Local Boards and Municipalities. This standard however is necessarily by no means a high one.

Qualifications of teachers.

79. The qualifications of the teachers show a considerable advance during the quinquennium. The number of those without any qualifications fluctuated somewhat but was the same in the first and fourth years. The number of those with professional certificates increased by 46 per cent. and with general educational certificates by 29. Professional certificates are now of two kinds. They are either probationary certificates granted on the result of a written examination at the end of the training school course or final certificates granted to teachers who have satisfied a board as to their professional skill at the end of a probation ordinarily of from one and a half to three years. The grant of certificates of approved service has been discontinued for many years so that the number of teachers holding them is now inconsiderable. The department recognises also a class of teachers of proved ability though untrained and not formally certificated. Teachers of both these classes appear in the tables as without professional certificates. The professional certificates are of two grades, secondary and elementary, but the demand for teachers of the secondary grade for secondary schools leaves very few of them for elementary schools and these are mostly employed as headmasters in the model schools of training institutions and in municipal board schools.

Pay and prospects of the teachers.

80. In 1907 I estimated that the average salary and allowances of teachers under taluk boards amounted to a little over Rs. 8½ per mensem and that the majority of teachers drew Rs. 7 or Rs. 8 per mensem. During the quinquennium the scales of pay recommended in the Madras Educational Rules for teachers in board schools have been generally adopted so that for such teachers Rs. 8 may be now taken as the minimum rate and the average must therefore have risen. The majority still drew Rs. 8 however up to the close of the quinquennium. It is to be remembered that in board schools with standards below the fourth the trained teachers receive a capitation allowance on an average amounting to Rs. 2 a month and that the headmaster is allowed to retain the fees collected. The average emoluments of teachers in such schools is therefore higher than their average pay. The improved position of teachers in board schools may be presumed to influence rates of pay in schools under responsible private management, such as that of missionary societies; but there is no reason to think that the teacher-managers are any better off than five years ago. I consider that nothing would conduce more to the improvement

of elementary education than a substantial increase in the pay of teachers; but the cost of such increase must inevitably fall on the State and during the quinquennium under review funds have not been available for it since even a small increase requires a very large amount. There is now of course great hope for the future.

Accommodation.

81. The figures for accommodation show a considerable advance during the quinquennium, the number of schools having buildings of their own having risen from 36 to 40 per cent. of the total number of schools, and nearly 2,000 more schools having buildings of their own than formerly. The number in rented premises rose by over 800, the number in chavadis, choultries, etc., rose slightly and the number in managers' and headmasters' houses slightly fell. The schools maintained by missionary bodies and local authorities are for the most part in their own buildings or in more or less suitable rented houses. Many teacher-manager schools are poorly accommodated; but there are some in reasonably good school houses belonging to the manager. This is noticeably so in Malabar. The people of a village will sometimes provide material or labour for building a school house; but this is an only too infrequent exercise of communal activity. A special grant was made by Government in 1911–1912 of Rs. 1,25,000 for the erection of school buildings by local boards for well-established schools. Except that Rs. 2,000 was stated as the anticipated approximate cost of each school house, the boards were left to determine the size and design of the buildings they would erect. Of the total allotment Rs. 57,909 was spent within the year. There is scope for enormous improvement in this matter of accommodation to which it is impossible to attach too much importance.

Play grounds and school gardens are recognized in theory as necessary parts of school accommodation, but schools are often provided with neither. The maintenance of a garden demands a well and a goat-proof wall or hedge. Many villages are insufficiently provided with wells for ordinary purposes and it is not surprising if in such the digging of a well for a school garden is not to be thought of. Walls are expensive and hedges difficult, if not impossible, to maintain and without them there is much "free-grazing" and little garden. We have no figures for gardens; but I fear that very little progress has been made in providing them although many of the teachers trained in the last few years are quite aware of their usefulness.

Equipment.

82. Furniture of the simplest ought to serve for elementary schools, and one would suppose that for sitting purposes pupils should be content with a mat or board and for writing with a low desk adapted to a seat on the floor. It seems to have been thought, however, that a school must be as different from the home as possible and so it was at one time the fashion to provide schools with eighteen-inch high benches from which rows of small boys dangled their feet in an attitude wholly unnatural to them. The inspecting officers are doing their best to instil common sense notions and these high benches are being cut down into more suitable furniture. There are plenty of them left but decided progress has been made. These observations apply to the better schools. The worse have never had any furniture beyond perhaps a stool for the teacher.

There has been considerable improvement in the better schools in the supply of teaching appliances. Books and maps are better and more numerous and rough relief maps are often found. Collections of objects for teaching purposes called sometimes school museums, clay for modelling, apparatus for "practical" Arithmetic, such as cardboard coins, weights and scales, measures of length and capacity, are becoming common in schools. Even the humblest has its heaps of tamarind seeds for counting, etc., and its bundles of splints or bags of seeds for the decimal notation. Blackened wall spaces are often used in place of or in addition to black boards and sand for the beginnings of writing and drawing. Appliances are however of little use if the school is held in a dark cow-shed.

Systems of aid.

83. Elementary schools have been aided throughout the quinquennium on the system initiated in 1906–1907 and described in my last quinquennial report. Under it an annual grant is given based upon (1) the number of teachers, (2) the average attendance of the pupils, (3) the

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general efficiency of the school. For each teacher Rs. 3 per mensem is given and for each pupil As. 8 (or in special cases As. 12) per annum. The total grant thus arrived at may be reduced or enhanced by 25 per cent. either way according to the general efficiency of the school. Manipulation of registers or other fraud entails the withdrawal of a grant otherwise earned.

This scheme was subject to much unfavourable criticism and no doubt many schools get less under it than under the system of result and fixed grants which it displaced but there is a vast number that get more and under it both the amount and quality of elementary education have advanced and we are, I think, justified in holding that it achieves the end of distributing the public money available for its particular purpose among the schools in direct proportion to their staff, strength and efficiency, that it has the merit of simplicity, and that should more money be available an enhancement of the rate for each teacher or pupil could immediately be effected and this will I hope be now possible. It is moreover free from the objectionable features of the results-grant system.

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TRAINING OF TEACHERS.

Character and scope.

84. No change has been made in the character and scope of the training of teachers described in my last quinquennial report and the transition from the old system to the new has been gradually effected under the guidance of a "Scheme of Work for training schools" published in 1907–08. Training institutions are now of three grades, Collegiate, Secondary and Elementary. The first are for the training of graduate teachers and at present there is only one such in the Presidency, the Teachers' College, Saidapet, which has been sufficiently dealt with under Colleges for Special Education. Secondary training classes are for training teachers who are under-graduates of the University or have passed an examination reckoned equivalent to the Matriculation Examination, or hold Secondary School-Leaving Certificates considered satisfactory by the head of a training school. Before entering a training school they have usually had some experience in teaching and after leaving they expect to be employed in the lower classes of secondary schools or as headmasters in Elementary Schools. The number of them whose attainments are higher than the standard represented by the Matriculation is negligible. Elementary classes are for training teachers who have passed, at most, the old Lower Secondary examination. Teachers in them however fall into two divisions according to their qualifications. They are higher elementary, *i.e.*, have satisfactorily completed a school course up to the seventh standard in an elementary school or the third form in a secondary school, or lower elementary, *i.e.*, have at least satisfactorily completed a fourth standard. They find work for the most part in elementary schools of all grades although some are still employed in the lower classes of secondary schools.

All training schools have the classes below the grade after which they are named. A secondary training school has therefore two elementary, higher and lower, classes, and a higher elementary school has also lower elementary classes. The course for the elementary class is two years, but at present higher elementary men are only kept for one year. In secondary classes the work is purely professional and is done in English; in the elementary classes it includes a considerable amount of general educational work and is done in the vernacular. I do not think it is necessary here to repeat the detailed description of it given in my report for 1902–07, nor that of the system of the certification of secondary and elementary teachers. Experience has naturally brought to light imperfections of detail in both and the revision of the courses has been taken in hand.

The reorganisation scheme now before Government contemplates also the extension of the course for secondary teachers to two years and making it similar to the elementary course, which is characterized by the importance given to extending the teachers' general knowledge and by reliance on professional training for increasing professional skill, rather than on book work in educational theory.

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I dwelt in 1907 on the difficulties met with in extending the range of knowledge and ideas of the teachers under training, that arose from the low level of mental culture of the teachers when they entered the training school. The improvement that has been going on in elementary education seems to have already brought into the schools men of less rudimentary mental development and the inspectors are now inclined to dwell on the deficiencies of the training staffs. Mr. Middlemast offers the following observations on the teaching of the subjects of general education :—

"These subjects fall roughly into two groups—(i) those of which the students have or are supposed to have some previous knowledge such as, the vernacular, arithmetic, geography and drill and (ii) those which are comparatively new to them such as experimental geometry (or space work), nature study and gardening, elementary science and civics.

"On the whole, it appears to me that the second group is better handled in the schools than the first. The reason is not far to seek; much of what the students have learned in their Primary School course has been taught so badly that it has to be unlearnt before they can make any progress.

"On the part of teaching staffs too of the training schools, there is a certain conservatism in respect of the handling of the first group which is not apparent in the new subject of the second group.

"These remarks apply specially to the teaching of arithmetic, which in hardly any school is taught according to the rational methods now generally accepted and which are to be found in modern books on methods of teaching, in modern text-books of arithmetic for schools and in educational journals.

"The language teaching suffers like that of arithmetic from conservatism on the part of the teachers and bad previous training in the case of the students. In many of the schools, regular composition exercises are not given, and the habit of taking notes from dictation robs the students of the opportunity of acquiring practice in the expression of thought which the other lessons would otherwise give them.

"Many of the teachers had little acquaintance with the newer subjects when they were first included in the course, and deserve credit for the zeal with which they endeavoured to qualify themselves. The standard of instruction in Experimental Geometry, Botany, Physiology, Elementary Physics and Chemistry, and Civics is of course very humble at present, but I found that in most schools, the staff had grasped the intention with which these subjects had been introduced into the curriculum to make the students observe and think about common phenomena and experiences and to put them into a position to make their future pupils do the same. Of these subjects I found that experimental geometry and civics were handled in the least satisfactory method. The teaching of the former was in some cases hampered by reminiscences of Euclid and by an idea, which once used to pervade geometrical teaching under the Euclidean system, to the effect that the worse the figure used in illustration of a successful demonstration of a proposition, the better the grasp shown of the principle.

"On my first round of inspection, I found the geometrical drawing hopelessly untidy and inaccurate but noticed in several of the schools, which I inspected this year for the second time since I took charge of the office, a very considerable improvement.

"In civics though the scheme of studies for training schools is very clear as regards the order in which the various topics should be handled, there was a tendency in several schools for the teachers to begin at London and work their way through Calcutta and Madras instead of making the known facts as seen in the village the point of departure."

Every effort has been made towards improvement in matters referred to by the provision of books and apparatus and the instructions of the training school staffs in vacation classes and I have no doubt that advance is being made. The training masters ought however to be picked men and under the system of recruiting them described below as part of the reorganization scheme it will be possible to see that they are so, under existing conditions it is not.

Reorganization of training schools for masters.

85. The remodelling of the training school courses, the extension of the period of training, and the consequent alterations in the rules for the certification of teachers were effected during the last quinquennium. During that under review considerable progress has been made in the reorganization of the training school staffs by the establishment of model schools.

It had always been the rule to have a practising school attached to each training school, which was taught partly by the training school staff, partly by the teachers under training. In 1904 Mr. Stone, the first Inspector of European and Training Schools, represented that this system was defective. He pointed out

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that the practising schools were often poorly attended because the teaching in them was necessarily indifferent. They were badly organized and equipped, the training of students was sacrificed to some extent to the necessity for popularising the practising school, which led the training staff to devote too large a proportion of their time to it. Moreover the urgent need of the elementary teacher was not instruction in pedagogics but extension of his general education and time for this could with difficulty be found while training staff and students had the burden of the practising school on their shoulders. At the same time it was important that the students should have access to a good elementary school in which they might be practically trained in school organization, observe good teaching, and have themselves some practice in teaching. He therefore proposed to substitute for the practising schools, model schools, *i.e.*, schools having independent staffs and worked under the supervision of the training school staff by headmasters of their own. These schools, it was conceived, would be standing object lessons of what elementary schools should be, and even though the teacher's training should involve less actual teaching than before, he would learn more of what good teaching really was by observation of the work of such schools than he had previously done by blundering endeavours to teach, inefficiently and perfunctorily corrected by the training staff.

The proposal to constitute model schools and to provide them with separate staffs was accepted by Government as part of the reorganization of the schools and was carried into force in 1907–08. The training work has been greatly faciliated by the change, the training staff being now able to devote their whole time and attention to it, but so far it has not proved possible to find sufficiently good teachers to altogether justify the name "model" schools.

The reorganization of the training schools is still incomplete and the scheme for it, to which I have referred above, received the approval of the Local Government in 1911–12. This scheme materially improves the pay and prospects of the training staffs.

Number and distribution of training institutions.

86. There has been little change during the quinquennium in the number and distribution of training institutions. With one exception the schools are either managed by Government or by missionary societies. Except that a small secondary class was added to the Mangalore school and an elementary higher class to the Chittoor school and that the Madura school was transferred to Dindigul, the number and distribution of the Government training schools for masters have been unchanged. The reorganization scheme now under consideration modifies both. It proposes to abolish the grade of secondary training schools and to substitute for them secondary training classes each attached to a college or high school. Some of the institutions which Government proposes to take over from local board or municipal management will be utilized in this way. This, it is anticipated, will not only give facilities for continuing the general education of the teachers but will tend to boys who have gone through the secondary course joining the training class with a view to adopting the teaching profession. The reorganization also involves increasing the proportion of higher elementary schools and aims at a better geographical distribution of the schools. The abolition of some of the existing schools was proposed but it is abundantly evident now that this will be undesirable.

The American Evangelical Lutheran Mission has started a new higher elementary school at Rajahmundry and the Basel German Mission has closed theirs at Kaity on the Nilgiris. Schools are projected by the Schleswig Holstein Mission at Jeypore and by the Society for the Propagation of the Gospel at Nandyal and a building grant has been promised for the latter.

Training of teachers for girls' schools.

87. During the quinquennium the Government Gunneirbeed Training School for Muhammadan Mistresses was closed, and it was replaced by a new school of the elementary grade at Guntūr. A school was opened by the American Baptist Mission at Phirangipuram, Guntūr district. Otherwise until the present year the number and distribution of training schools were unaltered.

The training of women teachers has, however, been engaging the attention of the department and of Government for some years and in September 1911 the sanction of the Government of India was received for a comprehensive scheme of reorganization in which each of the existing training schools was separately treated and certain new schools provided for.

The Presidency Training School for Mistresses, Madras, is the most important institution of the kind we have. By successive additions to it, made necessary by the progress of female education, it had come to discharge the varied functions of a high school for girls, a training school for secondary teachers, principally Europeans and Anglo-Indians, and a training school for Tamil and Telugu teachers of the lower grades. Of the various sections in which it was worked, the Telugu training department with its practising school has been the least successful, as it has always been found impossible to get together a satisfactory school of Telugu girls. The new scheme consequently abolishes this section altogether, and constitutes the school in three divisions—a secondary school for girls, and English and Tamil training sections. The secondary school will be the model school for the English section and there will be a complete staff for it as also for a model school for the Tamil training section which will be of the higher elementary grade.

This simplification of organization and the additional and better-paid staff which the scheme provides will, it is expected, make the institution more manageable and enhance its efficiency.

The other training schools, the Hobart Muhammadan Training School, Madras, and the schools at Coimbatore and Calicut, are to be provided with larger and better-paid staffs including separate staffs for their practising or model schools. The model school at Coimbatore is to be raised to the upper secondary grade, in the hope that it may in time supply girls educated to that standard for training as teachers. The scheme also includes the establishment of two new schools—one at Mangalore for the training of Canarese teachers and the other at Rajahmundry for Telugus. The latter should more than compensate for the abolition of the Telugu section in the Presidency Training School by training Telugu teachers for both the Northern and Central Circles. It was opened at the beginning of 1912, the Government girls' school becoming its model school.

Strength.

88. The number of teachers under training in secondary and elementary training institutions for men was at the beginning of the quinquennium 1,451 and at the end 2,552. The extension of the lower elementary course to two years might have been expected to make it more difficult to fill the training schools, and at first it was so. The difficulty has diminished however, and the numbers of teachers in the schools during this quinquennium compare favourably with those for the last. It was hoped that the provision of separate staffs for the practising schools would have increased their popularity and therefore their strength, but this hope has been only very partially realised the strength of model schools, as they are now called, being little higher than when they were mostly taught by the students under training. This is no doubt partly the result of prejudice but also that of the competition of other schools, and of the origin of any particular model school, those that began as independent board schools commonly keeping up their strength while it is extremely difficult to get together a model school for a newly started training school as is well illustrated by the case of the Madura school transferred to Dindigul.

Staff.

89. Ever since the appointment of an Inspector for Training Schools efforts have been unremitting to secure trained graduates as headmasters and the number rose, during the quinquennium, from 19 to 27. An important feature of the reorganization scheme is the placing of the teachers in training schools in the cadres of Sub-Assistant Inspectors and Supervisors. This is desirable both to secure the recruitment of men of the necessary qualifications and to make it possible to retain men in training schools whose efficiency and seniority entitle them to promotion even up to the highest grade of Sub-Assistant Inspectors. It will have the further advantage that it will allow transfers being made to and from the two services so as to ensure the co-ordination of training school work with elementary education in general. The headmasters for the secondary training sections are, however, outside the cadre of Sub-Assistants on a fixed pay of Rs. 200.

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Accommodation.

90. The building activity in connection with the Government training schools mentioned in 1907 was maintained in the first part of the quinquennium, but later schemes for building have been postponed to the completion of the reorganization scheme. There are still many schools that need more extensive or better arranged accommodation. New buildings on the type-design were completed at Villupuram, Dindigul, Tinnevelly and Malappuram. The provision of hostel buildings for training schools has engaged my attention. I appointed a committee to draw up in consultation with the Consulting Architect to Government a type-design for hostel buildings It has however proved impossible to frame a design cheap enough to allow of its being executed at a cost that would admit of the residents in the hostel paying the rents fixed by the Public Works Department rules. Further consideration of the question has been postponed to the settlement of the scheme for the reorganization of the schools. Several of the schools have good gardens, notably those to which agricultural instructors have been posted. Others have at present little or no garden ground and for some the water-supply is insufficient. In any proposals for improving accommodation the needs of the garden are kept in view.

Hostels.

91. In the absence of the provision of hostel buildings by Government, no progress has been made in supplying training schools with hostels. The number which have had them has varied slightly from year to year. They are kept in rented buildings and usually owe their existence to the exertion of the headmaster. The transfer of a headmaster may mean the closing of a hostel. Such local circumstances as a visitation of plague or the rise in wages of Brahman cooks may also cause a closure. The students can usually live cheaper outside a hostel, though they recognise the advantages of hostel life. I believe that until simple hostel buildings can be provided by Government rent-free, training will be much less effective than it might be.

Vacation classes and Teachers' associations.

92. Vacation classes for improving the knowledge and broadening the ideas of the training schools staffs were held in 1909 as in previous years at the Teachers' College, Saidapet. They have since been discontinued partly because the need for them has diminished and partly because the Inspector, on whom they entail a considerable amount of work, cannot find time for them.

Teachers' Associations continue to be attached to most of the schools in which papers of pedagogic interest are read and discussed.

The success of the training school work as tested by the examinations for teachers' certificates has certainly not been unsatisfactory, the percentage of success both in the final and preliminary examinations having remained throughout the quinquennium at the level of about 70 and 65 for the secondary and elementary teachers respectively.

It is not infrequently advisable to send persons already temporarily or permanently in the service of Government or of local boards or selected with a view to employment, to training institutions either because they have not been trained or with a view to a supplementary course. The Civil Service Regulations provide for the grant of salaries and travelling allowances to such persons. In 1909–10 permission of the Government of India was obtained to the delegation by the the Local Government to the Director of power of sanction to them of a rate of pay not exceeding the substantive pay of their appointments or Rs. 50 *per mensem* if they are not in service. Similar powers were also given to Presidents of Local Boards and Chairmen of Municipal Councils in respect of teachers employed in their schools. In 1910–11 this power was extended so as to include the case of teachers deputed for a course of training in the College of Agriculture, Coimbatore.

LAW SCHOOLS.

93. The only institution where legal education is provided is the Law College, Madras, which has already been dealt with.

MEDICAL SCHOOLS.

94. During the greater part of the quinquennium there were three medical schools under the department, at Tanjore, Royapuram (Madras) and Vizagapatam, in addition to the school department of the Medical College. These schools are

chiefly for the training of subordinate officers in the Medical Department. The Medical College contains classes for apothecaries, chemists and druggists and sanitary inspectors. For want of qualified candidates there have been no admissions of late years to the chemist and druggist class. Acceptance of the Secondary School-leaving Certificate as a qualification for admission to it will probably remedy this. A tendency to increase in the numbers of students in the medical schools was observable due presumably to improved conditions of service in the Medical Department. The school at Vizagapatam has been provided with a handsome and well-arranged building by the generosity of Maharani Gajapati Rao, and when it was found desirable to have a dissecting room detached from the hospital, that lady provided this also. In 1911 the medical schools were transferred to the Medical Department.

ART, TECHNICAL, INDUSTRIAL, COMMERCIAL AND AGRICULTURAL EDUCATION.

General.

95. In so far as Art, Technical and Industrial education in the Presidency is organized it is in connection with the system of Technical Examinations controlled by the Commissioner for Government Examinations. These are in three grades, elementary, intermediate and advanced, and cover a large number of subjects some of which belong rather to education in general than to any special branch of it. The "special" subjects may be roughly classified as follows :— *Art subjects*—drawing, so far as it is æsthetic as opposed to practical in its aims ; music. *Technical subjects*—civil and mechanical engineering ; electrical engineering and telegraphy. *Industrial subjects*—Wood engraving ; jewellers' work ; printing and book-binding ; wood and rattan work ; metal-work ; textile fabrics, including cotton and carpet weaving ; lace-making ; embroidery and hand-knitting ; tailoring and dressmaking. *Commercial subjects*—book-keeping ; commercial correspondence ; banking ; commercial geography ; type-writing and shorthand. *Agriculture.*

This classification is only a rough one because it is clear that some of the subjects classed as technical may be taught from an industrial point of view, *i.e.*, with a view to knowledge of the sciences underlying industrial processes and to ability to organize and control industries instead of merely with a view to craftsmanship. It suits the Madras schools and classes pretty well however, because the teaching under the subjects I have classed as industrial has for the most part craftsmanship in view. Furthermore, although it is a more or less convenient frame-work in which to arrange any description of the progress of special education it only serves imperfectly as a means of grouping the schools, because these often do not confine themselves to one subject or even to obviously related subjects. The figures for all these schools and classes are given in great detail in the appendices and supplemental statistics attached to this report, and they are therein classified as being art or technical, or industrial, and according as they take one or more subjects up to the standard of the technical examinations or teach only to a lower or preparatory standard defined by the department, and also as aided and unaided. In these tables it will be observed that "technical" includes "commercial" education.

These tables although essential as giving the facts about the schools do not afford much help in estimating the extension of education of these kinds during the quinquennium. I have therefore added another which shows the number of students studying each subject at the beginning and end of the quinquennium and arranged the subjects in the groups indicated above. These numbers must, of course, be distinguished from those on the rolls of each school. In 1907 the total of these, excluding those in Medical schools, was 4,995 and in 1912, 4,991.

Important variations for separate subjects are noted in the following sections.

Art education.

96. The School of Arts, Madras, continues to be the only institution where art instruction is given on any large scale. In the quinquennium 1902—07 its functions as a School of Art had been rather thrown into the shade by its industrial activity. The appointment of Mr. Hadaway as Superintendent and the removal of the school from the control of the Inspector of Technical Schools marked a new era in its history. The staff and method of

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working the school have been reorganized. It is now intended that it shall be concerned only with industrial art, the only concession to the claims of fine art that is made being the holding of a class for painting. There is other drawing instruction in the school but it is made to subserve the needs of such crafts as engraving, wood-carving, weaving, and lacquer and jeweller's work. The aim is to develop the art industries of the Presidency on Indian lines, and to avoid that westernizing of ideals and methods which it is conceived results from putting Indians through a South Kensington drill in drawing and modelling. The old system of paid apprenticeship has been replaced by scholarships and as the smallness of the number of these originally sanctioned appeared to discourage attendence, it was increased. The Superintendent considers the influence of the Government Technical Examinations harmful rather than not and rather discourages his pupils from taking them. A good number do so however and a large proportion pass. He holds competitions among them in craftsmanship and with the help of his staff awards certificates of merit. Improvements have been made in the building and equipment of the school. The Superintendent again occupies the house on the premises, the pupils all attend for a full day's work, the staff is properly organized in industrial departments, and I am glad to be able to say that I consider that the school is now working steadily with definite intelligible aims and in a way adapted to their realization. The numbers on the rolls are not appreciably smaller than under the old system, and the average daily attendance is decidedly better. Pupils who have left recently have almost all secured work for which their training fits them.

Drawing classes.

97. Drawing is taught in the technical and industrial schools for boys and in many special classes, but except in the schools I have mentioned below as giving a technical training it is almost confined to freehand outline drawing which can have very little relation to any industry, but which one hesitates to class as art. It is now moreover an ordinary school subject in both secondary and elementary schools, and has long been compulsory in the former. Its inclusion in the returns is really due to the existence of the technical examinations in drawing. A boy learning drawing is not doing anything technical unless he is learning it with the examination ever so remotely in view. The returns show some falling off in the number taking freehand outline drawing. This by no means indicates any real decline in its importance in education, but on the contrary rather suggests that it is now so much a matter of course for any education to include it that it is losing its technical status.

Schools of music.

98. The only school of music that is aided is the Madras school of Music which teaches European music to Europeans with considerable success. There are returns for two classes for native music which are not aided. Of these one at Masulipatam is the larger.

Technical education.

99. In 1907 the College of Engineering was the only institution that could be called a school of engineering and surveying, and in my remarks on this college I have dealt with the non-university classes, moreover the figures for special education exclude all the classes of this institution. During the quinquennium the Chengalvaraya Naicker's Technical Institute, Vepery, which appears in the 1907 returns as the Chengalvaraya Naicker's Commercial School has developed into a School of Civil Engineering. It had in 1911, 35 pupils studying building, earthwork and roadmaking, surveying and levelling, mensuration and bridge work. The same school has also a mechanical engineering department and in 1909–10 large grants were made for machinery, etc. In 1911 there were 98 and 87 pupils respectively being trained as mechanical foremen and fitters and studying machine-drawing and construction and fitter's work. Similar work is being done on a rather smaller scale in the Madura Technical Institute and the Teppakulam Institute of Mechanical Engineering at Trichinopoly. Of the latter the Superintendent of Industrial Education remarks "This institute aims at training engineers in mechanical, electrical and civil engineering, but it is rather doubtful whether considering the character of the management and qualifications of the staff, the desired result can be attained. Trichinopoly is the headquarters of the South Indian Railway and there is ample scope for the employment of fitters and mechanics in the railway workshops. It appears to be desirable that this school or the St. Joseph's Industrial School, under the management of Jesuit Mission, should be developed."

A school where similar work is being done is attached to St. Aloysius' high school, a European school and orphanage managed by the Roman Catholic Mission at Vizagapatam. This is in charge of a lay brother with a genius for mechanics and has excellent buildings and plant. The educational work is at present on a limited scale but should be susceptible of very useful development.

The other classes falling under this head are for electrical engineering and telegraphy. Practical telegraphy is taught in several unaided schools, of which the Madras Telegraphic School appears to be the largest, and in the Lawrence Asylum, Ootacamund, where for some years a class has worked with conspicuous success. The only school that claims to teach electrical engineering is the Teppakulam Institute mentioned above.

Leaving out of account carpentry and wood-turning which the tables include under civil engineering the pupils taking technical subjects were in 1907, 102 and in 1912, 625

Industrial education.

100. I have mentioned in chapter II the changes that have taken place in the control of industrial education. It seems unnecessary to refer to them further except to note that what follows is as much drawn from the reports of the Director of Industries as from those of officers of the Educational Department and that the transfer of a definite number of schools as distinctively industrial to the Director of Industries in 1909–10 has made this section refer chiefly to those schools and certain others added to the list by him or by the Superintendent of Industrial Education.

As pointed out in 1907 industries are carried on in this Presidency by people working with their families in their homes or in small groups in workshops. The industrial revolution has gone but a little way. There are, however, in Madras and elsewhere a good many cotton mills and a considerable body of operatives. There are also tanneries on a fairly large scale and the railway workshops. Industrial education appears so far to have had little relation to production on a large scale as exemplified by such factories and workshops. The industrial schools have mostly been established by missionaries anxious to secure a livelihood for their converts. They are therefore often on a small scale and many of them are schools of lace-making and needlework. The Director of Industries criticised them as forming an unorganized body and as being too little in touch with actual industries and pointed out that industrial efficiency demands besides craftsmanship, the ability to use time and material with such economy as results in commercial profit and that the training necessary for this can only be obtained in an institution in which one part of the work is the actual production of goods at a profit. Perhaps the most important step in this direction has been the elaboration by him of a scheme for reorganizing the Madura Technical Institute, which has been taken over by Government from the District Board. This includes the erection of extensive new buildings, the strengthening of the staff and the addition of advanced instruction in weaving and dyeing to the present courses for mechanics and fitters This scheme is under the consideration of Government and belongs as much to technical as to industrial education.

Wood-engraving might seem equally entitled to be considered an art as an industry. It is taught only in the School of Arts, Madras, where there were 134 pupils learning it in 1912, which is a large increase on the number for 907. Jeweller's work is also only taught in the School of Arts and the number learning it has risen from 9 to 40.

Printing and Book-binding are taught on the largest scale in the Madras Government Press Technical School, where there are pupils learning compositor's and proof-reader's work, press-work and book-binding. Most of the other pupils in the subject are learning compositor's work only in five other schools, of which the Rāmnād S.P.G. Industrial School has the largest classes. The total number has fallen off since 1907. Two or three small classes have been discontinued and the numbers have fallen in the Government Press School.

Under wood-work I have included carpentry and wood-turning which are classed in the tables under mechanical engineering and cabinet-making which is classed as an industry. Wood-work of one kind or another is, as might be expected, the most generally taught craft. The Madras Anjumani-Muffidi-Ala-i-Islam has

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the largest classes. This is an institution for poor Muhammadan boys which is in receipt of substantial aid from Government and to which a large building grant was promised in 1911. Other schools that make a speciality of wood-work are the Wesleyan Mission Industrial School, Karūr, the Nazareth Art Industrial School of the S.P.G., the St. Joseph's Industrial School, Trichinopoly, and a school of the same name at Coimbatore. Wood-turning is only taught in the School of Arts.

Metal-work is confined to blacksmith's work and is taken by a small number of pupils in about six schools of which the Madura Technical Institute has the largest class. The number taking it has somewhat fallen off since 1907, several schools that returned it then having ceased to do so. In some cases it seems to have been replaced by fitter's work.

The various crafts grouped under textiles show the next largest number of pupils. There has been some total increase since 1907. There is a fall under cotton-weaving, however, caused apparently by the Manamadurai A.M. Technical class which returned 51 pupils in 1907 having since been closed.

Lace-making is the most generally practised craft. It holds out to women a prospect of earning in their own homes. The Director of Industries considered that this prospect is too seldom realized and held out some hope of being able to interest home firms in Indian made lace. If this could be done he thought that a large industry would spring up, as the instruction now given in lace-making is perhaps more efficient than in any other subject and the work turned out frequently attains a high standard of excellence.

I mentioned in 1907 that a noticeable feature of some of the most efficient of the Industrial schools is the extent of their commercial side. The schools employ skilled artizans and execute orders of some magnitude and in their annual statement of accounts the cost of materials and wages of workmen bulk largely on one side while on the other the sale-proceeds form a correspondingly large item. During the quinquennium the total value of the work turned out has somewhat fallen off, but the amount actually realized during the year from the sale-proceeds of school manufactures rose. This seems to show that the schools are becoming increasingly efficient from a commercial point of view and are more successfully studying their markets.

Commercial education.

101. The numbers undergoing commercial education are considerably larger than in 1907. The principal rise has been under type-writing which has been an increasingly wage-earning occupation during the quinquennium. A good proportion of the schools called commercial teach nothing else. There are a few however that return pupils under book-keeping, commercial correspondence and banking.

The most important commercial school, however, continues to be the School of Commerce, Calicut, which is a Government institution. It has now been provided with a handsome and commodious building. It has worked with steadily increasing strength and efficiency during the quinquennium. For two successive years 1909–10 and 1910–11, training classes were worked in connection with it for teachers who might be employed in teaching commercial subjects under the Secondary School-Leaving Certificate scheme. A large proportion of those trained received certificates of proficiency but since they appeared to meet the immediate demand for teachers of this kind it was decided not to open a class in 1911–12.

Agricultural education.

102. The connection of the College of Agriculture with the Education Department came to an end early in the quinquennium. The school at Melrosapuram mentioned in 1907 has continued to do useful work. The American Madura Mission maintains a farm of eight acres at Pasumalai on which boys of their secondary school are trained in the ordinary operations of agriculture. The Secondary School-Leaving Certificate scheme includes agriculture and this should encourage other schools for general education to take it up. A scheme under which selected teachers are sent for training to the College of Agriculture, Coimbatore, was initiated during the quinquennium. It is intended to employ such men in training schools with a view to the widest diffusion of agricultural knowledge through the general educational agencies that circumstances admit of.

103. In 1910 Government took over from the District Boards the Technical Institutes at Madura and Tinnevelly, but since it was thought better to concentrate work at Madura the Tinnevelly Institute was closed. The Medical schools were transferred to the Medical Department in 1911. The Government institutions are now, therefore, the School of Arts, the Madura Technical Institute, the Government School of Commerce, Calicut, and the Reformatory School, Chingleput. There are also certain technical classes attached to various colleges and schools, but these are of small importance. No local board now maintains any technical school. Certain municipalities in the Northern Circars have drawing classes and there are others attached to the Chicacole Municipal High School and the Municipal High School, Bellary, that are returned as very strong. They include, however, the pupils in the schools. The former school also has a manual training class, which if it is what its name implies is not technical or industrial at all.

Management of industrial schools.

The other industrial schools are chiefly under mission management, but there are a large number of type-writing schools under private management. The Chengalvaraya Naicker's Technical School and the Madras and Vellore Anjumans are the largest institutions under Committee management.

104. All schools that require it and are in a reasonable state of efficiency are in the receipt of aid. The Director of Industries remarked in 1910 that "recognition appears to be looked upon as synonymous with State aid, and it is perhaps for this reason that in cases where schools are self-supporting and where they are so badly managed as to make State aid out of the question the management do not consider it worth while to try and secure recognition. It is to be hoped that the managers of such schools will come to recognize that their interests will, in the future, lie in the direction of co-operation rather than of independence." One part of the work of the Superintendent of Industrial Education has therefore been that of "discovering" industrial schools and establishing departmental relations with them. When the schools were handed over to the Director of Industries in 1910 there were 35; in 1912 there were 43. This policy has therefore met with some success.

Recognition and aid of industrial schools.

105. The number of teachers has increased during the quinquennium by nearly fifty per cent. and the number of those with higher technical qualifications has increased and of those with no certificates diminished. The Director of Industries says: "It is impossible to refrain from remarking that the possession of such certificates appears to mean very little. A new form of teachers' certificate, one which constitutes a more practical test of a man's ability to teach and look after a workshop, appears to be called for."

Staff.

106. The scholarship system was recast in 1910. The scholarships were increased both in number and value, a special clause being introduced to provide special facilities "for members of the artizan caste or others whose families are already engaged in trade."

Scholarships.

REFORMATORY SCHOOLS.

107. The Reformatory School, Chingleput, has continued to be worked on the lines described in 1907. A modification of the working arrangements is being tried by which the boys work to some extent in shifts, one being in school while the other is in the workshops. This has the advantage of reducing the number under one teacher or instructor. The trades taught are carpentry, blacksmiths' and metal-work, weaving, tailoring, band-playing, masons' work and rattan-work, the last having been recently revived as being a useful adjunct to carpentry. Little difficulty is experienced in finding employment for the boys when they leave. Great attention is given to moral and physical training and the school is more successful in leaving a definite impress on the boys who pass through it than many of much higher pretensions. The excellence of its tone is indicated by the fact that the whole school was taken in 1911 into camp for a Christmas trip to the Seven Pagodas. His Excellency the Governor visited the camp and recorded his appreciation of what he saw. The experiment, one not altogether unattended with risk, was completely successful.

FEMALE EDUCATION.

VII.—FEMALE EDUCATION.

Character and scope.

108. The total number of girls in schools has increased during the quinquennium by 61,915, that is by 38 per cent. against 26 per cent. in the years 1902—07. I pointed out in 190 that the rate of growth for female education had been considerably greater than for male education. This is not so for the quinquennium under review, the rate of growth for male having slightly exceeded that for female education.

The revised Grant-in-Aid Code and Educational Rules prescribed in 1907 place girls' schools very much more on an equality with boys' than the old Grant-in-Aid Code did and it was consequently the opinion of many educationists that female education would receive a decided set-back under the new rules. The diminution in its rate of extension appears at first sight to support this view, and also the fact that the number of aided schools maintained by missionary societies, which rose in the quinquennium 1902—07, fell steadily during that under review, while the number of aided schools in general, while it continued to rise till the middle of the quinquennium, fell off again towards the end. In considering these facts, however, it must be remembered that the diminution in the number of mission schools has been accompanied by a steady increase in the number of schools under public management and that these schools meet a more general public need than mission schools because parents fear the influence of the mission school atmosphere more for their girls than for their boys, so that girls, particularly caste girls, are not sent to mission schools with the same freedom that boys are and consequently some diversion of funds from aid to girls' schools to the maintenance of schools by Government and by Local Boards is justifiable on public grounds. It is to be added that the provision of the Grant-in-Aid Code that empowers the Director to increase the grant in special cases where it is obvious that sufficient funds from other sources are not forthcoming has been used in many cases to ensure the continued existence and efficiency of aided girls' schools.

I discussed in 1907 the probable effects of the withdrawal of concessions from girls' schools in connection with the extent to which there was a growth of indigenous effort to secure the education of girls, and pointed out that the removal of inducements to an unasked-for supply of female education might do something towards creating a real demand. There have been symptoms during the quinquennium of an advance in public opinion on the education of girls, the leaders of Indian thought seeming to be increasingly alive to its importance in relation to the real progress of the country. They have not so far done much in the way of giving practical effect to their views. One thing I can point to as indicating an effort to do so, is a small increase in the number and strength of girls' schools maintained by local committees: another is the increase in the number of Municipal and Local Board girls' schools which perhaps suggests that the members of boards are taking an increasing interest in the education of girls but is more probably due to pressure brought to bear by the Inspectresses.

The difficulty of keeping girls under instruction beyond the lower standards has been constantly dwelt upon. In this the quinquennium shows no improvement, in fact there were fewer girls at the end of it in standards and forms above the third standard than there were at the beginning.

The Inspectresses report however a tendency towards improvement. Miss Arnold writes—

> "The tendency for girls to remain longer in school is shown in the fact that higher standards have been opened in several schools. Children of wealthy parents attend mainly on account of the desire to obtain greater knowledge of English which is a valuable asset in view of the prospective bridegroom and poorer girls are attracted by the scholarships offered. Some girls return to school after marriage in order to supplement the meagre knowledge already received and the increasing number of individual cases in which the desire to continue the school life is expressed together with the regret that custom or adverse circumstance prevents the continuance show that the general feeling has advanced in favour of attendance in the higher standards."

Vide Census.

Another interesting feature of girls' education is the proportion of girls to be found in boys' schools. I noted in 1907 that more girls were to be found in boys' schools than in those specially intended for them. This continued to be the case

throughout the quinquennium and at the end of it there was practically no change in the proportion of 11 girls in boys' schools to every 20 under instruction, that I noted in 1907. There are indications, however, that this proportion will not be maintained. The number of girls in girls' schools has increased on the whole more rapidly than of girls in boys' schools and in fact, in the last years of the period the rate of increase in the latter has diminished. FEMALE EDUCATION.

The policy of encouraging mixed schools initiated in 1906 by opening elementary schools to boys and girls alike and fixing a higher capitation allowance for girls whether in boys' or girls' board schools', has not commanded universal approval. It has the obvious advantage of economy but it is said that Indian social conditions do not favour the co-education of the sexes, particularly in the case of caste girls. This is partly true and I would by no means advocate mixed schools for any but young children, and what has been done of late in increasing the number of girls' schools under public management, I think disposes of the idea that there is any intention of trying to make mixed schools serve all the needs of female education. The very fact that many girls are sent to boys' schools proves that feeling is not very strong against co-education up to a certain point, and I welcome the presence of girls in boys' schools as a very valuable means of extending female education at little cost. It must not of course be allowed to be made an excuse for not maintaining girls' schools where they are necessary.

In this connection the disproportionate size of infant standards is not without significance. This is much more marked in the case of girls in boys' schools than of girls in girls' schools, and this must be largely due to the unwillingness of parents to send any but little girls to boys' schools.

Teachers in girls' schools.

109. The difficulty of satisfactorily staffing girls' schools has not diminished during the quinquennium, nor can it be expected to do so while the proportion of girls who get beyond the fourth standard is so small. The smallness of the number of women teachers available has led to men being freely employed even in Government schools. This was until lately almost the rule in the Northern Circle but in the course of 1911-12, some improvement was effected. In the Southern Circle a majority of women are employed. In the Central Circle the percentage of the male teachers in girls' schools is now only 36.

Another difficulty in staffing schools is to get headmistresses with sufficient authority and administrative ability. These are at present found most markedly in Europeans and Anglo-Indians, and attempts have been made to secure the services of such by offering enhanced rates of pay, so far with little success and the rates will have to be further enhanced.

Hindu widows as teachers.

110. It was thought that Hindu widows promised a useful field of recruitment for teachers for girls' schools and a system of special scholarships was therefore instituted for them. So far as numbers go the results have been satisfactory a large proportion of the number of scholarships offered having been awarded. The system has failed, however, to attract high caste Hindu widows of whom Mrs. Rhenius remarks: "If a woman of this class seeks a scholarship it is because the stress of poverty has driven her to it, not from a desire for an independent livelihood. Widowhood with her is a condition enforcing privation and abstention from the ordinary joys of life." The widows who take the scholarships are often too old to be trained with any success. Miss Lynch says: "As a general rule it may be taken for granted that any native woman over 20 who has had little or no previous education is quite unfit to be trained for the teaching profession and the encouragement of such an applicant by means of a scholarship is merely putting a premium on incompetency as well as imposing a useless burden on the already overworked training staffs." Miss Arnold says: "Many of the widow scholarship holders are women between eighteen and twenty-five years of age who are driven by poverty to apply for a scholarship in the hope that they may later on make a livelihood as teachers. They have generally forgotten what little knowledge they ever had and much difficulty is found in teaching them and still more in training them. They have evidently gone through experiences which whether happy or otherwise, have certainly succeeded in deadening their intelligence." Both Inspectresses think that what we should aim at is securing child widows and teaching and training them. Miss Arnold says: "It is the

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child-widow who should be encouraged to devote her life to teaching and for this it is necessary that a special institution should be provided in which it may not be thought derogatory to live and to be taught. The child-widow is marked out by all the circumstances of her life to be the teacher of the future. Other women teachers are full of family cares and this is one reason why they are seldom successful in their school work." Miss Lynch also considers that "Unless measures are devised by the opening of a widows' hostel, it will not be possible to secure caste widows between the ages of 8 and 18 when they can be properly educated and fitted for the teaching profession." A hostel for widows has been opened by Mr. Viresalingam Pantulu, a Telugu pundit of distinction, but it is not under departmental supervision and I have no information about it except that two widows resident in it are reading in the Viresalingam High School with a view to securing secondary school-leaving certificates. I do not think that much can be done in this matter except on indigenous initiative. I have, however, proposed an experiment at Vizagapatam.

Expenditure on girls' schools.

111. The expenditure on secondary and elementary schools for girls fell from Rs. 8,24,857 in 1906–07 to Rs. 8,09,466 in 1911–12. The expenditure from public funds rose from Rs. 3,81,789 to Rs. 3,85,089, fees fell from Rs. 85,644 to Rs. 59,888 and the expenditure from private sources rose from Rs. 3,57,424 to Rs. 3,64,489.

COLLEGIATE EDUCATION.

112. We have now only one Arts College specially intended for women, the Sarah Tucker College, Palamcottah, but in several men's colleges suitable arrangements are made for women. The U.F.C.M. institution, Royapuram, though not affiliated to the University also teaches girls up to the Intermediate Standard. The question of establishing a women's college in Madras has been mooted more than once but such a college would be either impossibly expensive or quite inefficient. Girls are no doubt subject to some inconveniences in colleges for men but they have the advantage of the best teaching available in the Presidency and of the stimulus of collegiate life. There were 45 women reading in Arts Colleges in 1912 and the numbers have been fairly maintained during the quinquennium notwithstanding the University Regulation which permits women to appear for examination without certificates of attendance.

The number of women in professional colleges shows little tendency to increase. The number in the Medical College rose till the middle of the quinquennium, but fell again towards its close. There are this year three women in the Teachers' College, making five trained there during the quinquennium. The number there is never likely to be large since the regulations now allow them to proceed to the L.T. degree without producing certificates of attendance in a college. I do not regret this as the Teachers' College is the only one of its kind and does not provide separate training for women-teachers for secondary schools. In the existing circumstances I think that a woman graduate who has taught satisfactorily for two or three years in a good secondary girls' school and passed the necessary examination may very properly be admitted to the L.T. degree or accepted as teacher without it.

SECONDARY EDUCATION.

Classification of schools.

113. Previous to 1906, girls' secondary schools, like boys' were classified as Upper and Lower Secondary, and the latter were further divided into English and Vernacular, in the latter schools the vernacular being the medium of instruction and English commonly not being taught at all. The reclassification of schools effected under the revised Madras Educational Rules has resulted in a large number of lower secondary schools, especially the vernacular schools, being classed as higher elementary schools, having standards above the fourth. The process of reclassification was effected in the early years of the quinquennium so that the number of secondary schools at its end is very much smaller than in 1907, it has in fact dropped from 224 to 35 and had been reduced to 46 by 1908–09. The reason for this reclassification was that the

majority of the old Lower Secondary schools were in no sense really secondary. They merely sought to carry a small proportion of their girls a little beyond the fourth standard without really aiming at all at preparation for entrance to an arts or professional college. They were consequently poorly staffed and equipped. The recognition of these facts in dealing with the schools led to an apparent lowering of the standard of girls' education. The lowering is of course only apparent. The great majority of old lower secondary schools still exist as elementary and very many of them as higher elementary. The difference is that they now have in view the definite aim of fitting the girls for life and have the advantage of an elastic curriculum which can be made to suit all varieties of racial and local circumstances.

Of the 35 secondary schools 13 are complete, *i.e.*, they have all the forms up to the sixth. Four others have forms above the third. The number of pupils in them is largely dependant on the comparative willingness of people of different communities to keep the girls at school after the age of thirteen or so. This is of course least among caste Hindus and the figures for the quinquennium do not indicate any important change in the Brahmin attitude in this respect. The number of Brahmin girls in secondary schools is still inconsiderable and of those in forms above the third a negligible quantity. These forms continue to be recruited mainly from Europeans and Indian Christians. The reclassification makes a comparison of the numbers in secondary schools in 1907 with that in 1912 fruitless but a comparison of the number in all secondary forms in 1907, with those in secondary forms and classes above the fourth in higher elementary schools, is not without significance. The numbers are for 1907, 4,904 and for 1912, 5,495.

Management of schools.

114. Except the Presidency Training School for Mistresses, Madras, the Girls' School, Cannanore, and the Model School attached to the Government Training School for Mistresses, Coimbatore, which are Government institutions, all the secondary schools are managed by missionaries. Government in 1911 approved the raising of the Model School attached to the Coimbatore Training School for Mistresses to the secondary grade. This is in the hope that girls who pass through the secondary course in this school may adopt the teaching profession.

Curriculum.

115. Till recently the secondary schools were dominated by the Matriculation examination. They are now beginning to come under the secondary school-leaving certificate scheme and since this recognises Music, Domestic Economy, and industrial subjects and does not insist on English it is anticipated that they will increasingly adapt their courses to the special needs of girls.

Accommodation.

116. Girls' secondary schools continue to be on the whole better housed and equipped than those for boys. Many of them are boarding schools and others have well-managed hostels.

ELEMENTARY EDUCATION.

Number and strength.

117. I have already remarked on the numerical extension of elementary education for girls. Of the whole number of elementary schools in 1911–12, 232 were higher elementary, *i.e.*, had classes above the fourth standard and 31,021 pupils were reading in them. The majority of these schools had previously been classed as Lower Secondary. Taking this fact into account, since there were 198 Lower Secondary schools in 1907 and 26 Upper Secondary and there were 35 secondary and 232 higher elementary schools in 1912, there has been an increase of 43 schools working above the fourth standard. It is still the case, as in 1907, that even leaving out of account schools with standards above the fourth the majority of public elementary schools for girls are of the grade that used to be called the upper primary, *i.e.*, they have standards up to the fourth. This proportion is very different from that for boys' schools. Taking the number of girls in school, however, the proportion in fourth standards is somewhat less than that of boys.

Management.

118. The majority of the schools remained under mission management and in fact the proportion of schools under mission management to the total of those not under public management increased. The

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number of Government elementary schools has been raised from 123 in 1907 to 181. This is largely due to the reclassification but there has been an actual increase of 58 Government elementary schools. The number of board schools has also increased from 9 in 1907 to 111 in 1912, and there has been some increase in the number of those under the management of local committees. The Inspectress of Schools, Southern Circle, selects for especial praise committee managed schools in Tinnevelly and Malabar. The other Inspectresses deplore the rarity of schools of this type. Most of the non-mission aided schools are managed by private individuals often by headmasters of boys' schools.

Curriculum.

119. The Scheme of Studies for Elementary Schools for Girls was published in 1908 and as in the case of boys' schools the work of the quinquennium has been largely in helping the schools to make the transition from the old order to the new.

This scheme has, like that for boys' schools, substituted a list of subjects of which some may be taken for a rigidly defined one and has left each manager with the help of the inspecting officers to devise a course suitable to his school. Among the subjects that should be taken in all schools are Health and House Management which is defined in the simplest terms and is to be taught in a thoroughly practical manner, and plain needle-work. This is a great step in advance, since it makes compulsory in schools for girls, subjects specially suited to them.

Accommodation.

120. School houses on the type design are gradually being provided for Government schools, but many such schools are still held in rented buildings. The necessity for having girls' schools in close proximity to the houses of the pupils makes it very difficult to secure suitable sites for them at a reasonable cost. The mission schools are provided in a larger proportion than Government schools with buildings of their own. There are few schools held in chavadies, choultries, or other public places.

General.

121. The inspecting staff have been active in using all means likely to improve methods of teaching, but they all complain of the smallness of their numbers in view, not so much of the number of schools, as of the large area to be covered in their tours and of the low general educational qualifications of the bulk of the teachers. In this respect I do not think that their difficulties are greater than those of the Inspectors. In one respect they should be less, since for many years well-qualified European ladies of the inspecting staff and mission societies have been energetically teaching kindergarten methods and preaching the kindergarten spirit. Indeed my own observation convinces me that in their attitude towards the training of little children the girls' schools are far superior to the boys'.

VIII.—EDUCATION OF EUROPEANS.

Number and classification of institutions.

122. Towards the end of the previous quinquennium the new Code of Regulations for European Schools came into force and from that time European schools have formed a class apart with different conditions of recognition and aid from those for the great majority of schools in the Presidency. The classification of European schools made in 1907 (1) Public Schools, (2) Parish Schools, (3) Railway Schools and (4) Orphanages, still holds good. In 1907 college departments were attached to two of the public schools, one the Doveton College, the other, the Presentation Convent, for women only, but the managers of the latter institution have found the requirements of the new University Regulations too exacting and have closed their college department. The number of schools altered very little. In 1907 I remarked upon the avoidable overlapping of schools in Madras. This has been diminished slightly by amalgamation of schools, but the most needed amalgamation, that of the Doveton and Bishop Corrie's Schools, hangs fire. Having in view the closing of one of the college departments which was merely a drag on the school, such amount of amalgamation as has been effected, and the opening of certain new schools by railway companies, the provision of schools for Europeans may be considered a little more satisfactory than it was.

123. The number of Europeans in arts colleges has shown some tendency to increase notwithstanding the abolition of one of the special colleges, as also that studying in professional colleges, principally the Medical and Engineering Colleges and in technical schools. Notwithstanding some little improvement the proportion of Europeans pursuing higher studies cannot yet be considered satisfactory. That it has risen at all may be attributed to the general improvement in European Education effected under the code. The number of pupils in schools has shown some little tendency to diminish. This is probably explained by a diminution of the European population of Madras. Having in view the geographical distribution of the schools, which leaves no centre of European population without at least one, the operation of the provision in the code for the assisted education of children whose parents live in places where there is no school, and the activity of the orphanages, there is no reason to think that the supply of European education does not adequately meet the demand for it.

Strength of institutions.

124. The distribution of the schools according to management remained almost unchanged till 1911 when the only Government school, Breek's School, Ootacamund, was transferred to a Committee to be worked as a mixed school teaching up to a standard not lower than the Cambridge Junior Local Examination. The attempt to develop this school into a higher class European school had proved a failure. The number of pupils remained small and few were attracted from the class in view when the school was started. It was thought that the considerable expense entailed by its maintenance was not justified by any marked superiority to other schools on the hills.

Management.

125. Figures are given for the number of boys reading in girls' schools and of girls reading in boys' schools. As a matter of fact, except in the case of Roman Catholic Schools, almost all are for both sexes and the distinction between boys' and girls' schools is whether they are under the Inspector or Inspectress. This now applies to middle and primary schools only the girls' high schools being all under the Inspector.

Boys' and girls' schools.

126. The curricula, subjects of examination, and syllabuses in the Code of Regulations for European Schools were found not to be suitable to conditions obtaining in this Presidency. I therefore appointed a Committee to revise them and their recommendations were accepted by Government and brought into force from 1908-1909. The objects of the revision were in the first place to provide courses of study for schools of varying types, particularly for those that did not aim at a University course, and in the second place to bring the curricula and syllabuses more into line with modern conceptions of education. The revised curricula accordingly provided for two types of High schools, one preparing pupils for the University and the liberal professions and the other for business life. For middle schools they provided three alternative courses according as they were to prepare for one or the other type of High school or to provide for pupils not likely to continue at school beyond the seventh standard. This attempt at differentiation has not elicited much response from the schools. Practically all of these are maintained with mixed aims and they are not large enough nor sufficiently well-staffed to have classical and modern sides. The courses of study are still for the most part those which were stereotyped by the Matriculation examination. The Inspector, Mr. Littlehailes, complained as late as 1911 that the essentially practical, industrial, and technical subjects are neglected in many schools, and in those schools in which instruction is imparted in them it is much too theoretical: "Science is taught without a laboratory, and with little or no apparatus. Domestic economy is taught mainly, when not entirely, from books, the needle-work taught does not direct itself to the mending and darning of clothing and the making of the simpler garments a knowledge of which the majority of the girls in schools in this country will find necessary in their after-life . . . . Botany is taught from a book-study of plants not generally obtained in this country, the teaching of drawing is not sufficiently realistic: book-keeping, commercial correspondence and type-writing are scarcely taught at all." This citation, I think, sufficiently illustrates a striking defect in the schools—their comparative failure to study the real as opposed to the imaginary needs of their pupils and to adapt the training

Curricula and teaching methods.

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given to the former. They have in view far too much the few who may possibly get to the University and into the professions and far too little the many boys who must inevitably be content with a humbler career and the many girls who must look forward to domesticity.

Examinations under the Code of Regulations for European schools.

127. The examinations prescribed by the code were held first in 1908 and in 1909, I thought it advisable to constitute for their management a committee consisting of ladies and gentlemen directly interested in the schools and inspecting officers. The number of passes in these examinations has been small though some improvement has been noticeable. It is curious that while we have for others abolished all examinations below the secondary stage we examine European children for scholarships at the end of the primary course and for scholarships and promotion at the end of the middle school. The system was no doubt intended partly to facilitate transfers from school to school throughout India, a matter of little importance in Madras, partly to stimulate the schools. Mr. Littlehailes who came fresh to the schools when the Code had been working for several years says that "the very existence of the Middle and High School Examinations is pernicious since the examinations dominate the courses of study adopted in schools and tend to the perpetuation of a system of cram, to the adoption of unsuitable curricula and to the endeavour to teach children beyond their capabilities." All this is quite true but there is the danger that without the examinations teachers and children would sink back into the apathy from which the new Code has undoubtedly done much to arouse them. I have appointed a committee to re-examine the courses and syllabuses and await their report.

The European schools suffer under great disadvantages. Funds are insufficient for such salaries as would attract in any numbers teachers of decided ability and adequate intellectual equipment, and in too many cases the home influence hinders rather than helps the teacher. It is evident that the teaching given in them is still often mechanical and uninspiring. Decided progress has, however, been made in the quinquennium in organization and teaching, and, in the case of a few schools the advance made is distinctly gratifying.

Staffs.

128. The new code provides for the payment of grants on a much more liberal scale than formerly and it might have been anticipated that the teaching staffs of the schools would have been materially improved by it. The figures do not indicate much improvement. The total number of teachers has fallen somewhat though not in proportion to the fall in the number of schools, but they are still too few when it is remembered that it is exceptional for a teacher to have only one class to teach at a time. The proportion of the more highly qualified teachers showed a marked tendency to rise at the beginning of the quinquennium but subsequently fell off so that it is now not much better than in 1906. The increase in numbers has been chiefly in teachers of the old Lower Secondary grade.

Training and Certification of teachers.

129. The code provides that candidates for teachers' certificates should teach for two years under the observation of the Inspector or Inspectress and should pass a written examination in the art of teaching and class management at the end of that period. The necessary examination has accordingly been constituted and a good proportion of the teachers who appeared for it have passed. It is to be regretted that no teacher has been willing to go for training to Sanawar. The want of well-qualified and trained men teachers in the schools is generally felt. The majority of the trained teachers in the schools are ex-pupils of the Presidency Training School for Mistresses.

Vacation classes.

130. For the benefit of the teachers in European schools vacation classes were held in December 1909 at Saidapet in conjunction with those for the training school staffs. They were only attended by a limited number of teachers but those who did attend profited. The course in Geography teaching attracted much interest, and in regard to History the work done since in the schools shows that it is ignorance of aim and method rather than ignorance of the subject that keeps the teachers back.

131. With a view to improving the teaching of Domestic Economy arrangements were made in February 1912 for a course of lectures and demonstrations in Cookery to teachers in European schools in Madras. The lecturer was a lady who was for nine and-a-half years a Domestic Economy Instructress and Hygiene Lecturer under the London County Council and who has subsequently had experience of household management in the Presidency. I anticipate that it will later be found practicable to organize similar courses with an extended range of subjects.

Cookery classes for teachers.

132. Considerable advance has been made in accommodation. Extensive new buildings have been provided for the St. Aloysius' School, Vizagapatam, St. Thomas's Convent Girls' High School and Orphanage, Madras, St. Joseph's European Boarding institution, Coonoor, and the Stanes' High School, Coonoor. For all these grants were sanctioned and also for the purchase of a building for the use of St. Peter's School, Royapuram.

Accommodation and equipment.

Considerable improvement has been effected by the aid of grants in the furniture and teaching appliances of the schools.

IX.—EDUCATION OF MUHAMMADANS.

133. In my last quinquennial report I had to deplore the comparative failure of the efforts made by Government for the extension of Muhammadan education to evoke response from the community, but I also mentioned that in the last year of the quinquennium there were not wanting indications that the community's indifference to education was breaking down and that more rapid progress might be anticipated in the future. This anticipation has been realised so far as increase in numbers under instruction goes. In the quinquennium 1902–03 to 1906–07 the total increase was only 8 per cent., whereas in the years to which this report refers the increase has been nearly 23 per cent., that is, the rate of increase has been three times as rapid. This increase has however been almost confined to the lower stages of instruction. The number in Arts Colleges rose from 76 in 1906–07 to 96 in 1911–12, the number in Professional Colleges has slightly fallen and the number in secondary schools after some fluctuations has returned to very nearly what it was at the beginning of the quinquennium.

Progress of Muhammadan education.

Apathy and intellectual indolence and the postponement of secular to religious instruction no doubt go far to account for these facts. The community moreover is poor and some families who would otherwise keep their boys at school are not able to find the money for fees. It is also both a cause and consequence of indifference to higher education that well-to-do Muhammadans are so commonly in business and perhaps this indicates a prevalence of common sense. The number of secondary schools in which Urdu is the medium of instruction is still very small and in other schools Muhammadans are at a disadvantage in the lower classes where a Dravidian language is the medium of instruction. These causes, I think, account for the absence of progress in secondary education and while this remains stationary, the fluctuations in the numbers in Colleges may be regarded as merely accidental.

The number of schools has increased by 110. Seven Government schools, all for girls and all elementary, have been added bringing the total of Government schools up to 60. Local and Municipal Boards have also increased the number of their schools. There were 450 such in 1907–08 and 520 at the end of the quinquennium. The number of aided schools rose by 140, while that of unaided private schools has somewhat diminished. The increase in schools has been most marked in public schools intended for Muhammadans, amounting to 33 per cent., while in public institutions generally it was 27 per cent. This comparatively small difference is very far from indicating the degree of preference for their own schools on the part of Muhammadans, because most parents cannot exercise any choice in the matter, the only accessible school being one not specially intended for them. There has been an increase of over 1,000 in the number of pupils in private schools.

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That this is not larger need not be regretted in so far as this is due to such schools having complied with departmental requirements and been admitted to aid. These private schools are largely Quran Schools in which little secular instruction is given and are almost confined to two or three southern districts where Lubbays and Marakayas, backward classes of Muhammadans, are numerous. Attempts have been made, with some success, to induce the teachers in these schools to add secular to their religious instruction, which consisting as it does in learning by rote Arabic scriptures which are understood by neither pupil nor teacher has not much value as mental discipline.

Secondary education.

134. There are at present only four secondary schools for Muhammadans. Two of these four schools are complete secondary schools, the Government Madrasa-i-Azam and the Harris High School of the Church Missionary Society. Both are in Madras. The Madrasa-i-Azam is second to no school in the Presidency for buildings and play-ground. It has recently been provided with a mosque. It is by no means so well attended as I could wish and the hostel, which only provides accommodations for 20 students and which receives them also from other schools, has never yet been full. It has been found impossible hitherto to completely staff the school with Muhammadan teachers. The Harris High School is somewhat better attended, probably because it is in the heart of Triplicane where the proportion of Muhammadans is higher than elsewhere in Madras. The third school, the Islamiah school at Vaniyambadi in the North Arcot district is interesting as owing its origin to the efforts of members of the Muhammadan community. Of recent years the opinion has been gaining ground among the Muhammadans of the south of the Presidency, for very many of whom Tamil is the mother tongue, that their salvation lies in the substitution for Tamil of Urdu as being, for them, the language of culture and refinement. There are Lubbay settlements in Salem and North Arcot which a dozen years ago spoke Tamil but now speak Urdu. The establishment of the Islamiah school is one outcome of this movement. It now has a strength of about two hundred. Its headmaster is an officer of the department, a Muhammadan Licentiate in Teaching, whose services have been lent to the Committee by Government. It has all the lower classes and five forms.

Female education.

135. The proportion of Muhammadan girls in school to pupils is nearly one-fourth, which is distinctly higher than that of girls to pupils in schools in general, and there has been little variation in this proportion throughout the quinquennium. The number of girls in school has risen therefore equally with that of boys there having been a total gain of 3,005. There were, however, 3,524 girls in Quran Schools in 1912 as against 2,317 in 1907. Girls are still almost entirely in the elementary stage of instruction, there being in 1912 only four in the secondary stage and one in the collegiate. There are now 42 Government Muhammadan Girls' schools including two training schools for mistresses.

Special schools.

136. The Special schools for Muhamadans are four training schools, two for masters and two for mistresses, all maintained by Government, and two Industrial schools for boys. The number of teachers under training has risen considerably although it is still too small to provide adequately for the needs of the schools. It is one of the results of the small proportion of Muhammadans continuing their education beyond the elementary stage that very few are available for educational work, so that it is difficult to find capable Muhammadans for departmental posts and for staffing schools. In these Hindus are often employed and Muhammadans of low attainments and no professional qualifications.

Education of Mappillas.

137. The policy of making special efforts to educate the Mappillas of the West Coast has been continued and with increasing success. The number of schools and scholars has increased, the latter by more than 40 per cent. Scholarships have been fully utilized and the proportion of boys going on to secondary schools has risen considerably. Mr. Braithwaite, who was in charge of their education till within a few months of the close of the quinquennium, takes a very favourable view of the educational progress of the

Mapoillas and of its influence on their general well-being. Two Mappillas took the B.A. degree in the quinquennium, one proceeded to the L.T., the other, whose college career may be called distinguished, is studying for the degree of B.L.

Education in the Laccadive Islands.

138. During the greater part of the quinquennium, education was confined to three of the Laccadive Islands, Androll, Kalpenni, and Kavarathi, but in 1909–10 a student from the training school, Calicut, was sent to Agathi to organize a school there. Education is reported by the Collector of Malabar to have made satisfactory progress on the islands.

X.—EDUCATION OF PANCHAMAS.

General remarks.

139. The term Panchama designates the great class of Parayars in Tamil districts and the cognate classes in other districts, such for example as the Telugu Malas and the Canarese Holeyas, who are not merely outside the traditional four great Hindu castes, but are also regarded by caste Hindus as specially polluted. It is still the case that Hindus in general take little interest in these people and practically all that has been or is being done to elevate them is the work of missionary bodies among whom, in this connection, the Theosophical Society may not improperly be included, and directly through local boards, and indirectly by means of grants-in-aid, by Government. There have been of late some indications of Hindu alarm at the hold Christianity is obtaining over the depressed classes but it has not yet resulted in anything practical. In trying to estimate the progress of Panchama education we are still met with a difficulty I mentioned in 1907. In the returns submitted to me there is a want of consistency, Panchamas who have become Christians being sometimes numbered among Panchamas, sometimes among Christians. I do not complain of this. I think that a generation or two of Christianity does raise a family out of the depressed classes and the need for special treatment, but the fact remains that statistically it has not been found possible to draw a hard and fast line between Panchamas and Christians, so that the figures for the former do not by any means include all pupils who might properly be regarded as still belonging to the depressed classes, and give therefore a somewhat less favourable impression of the state of their education than the facts warrant. The great majority of Christians are doubtless of Panchama origin.

Institutions wholly intended for Panchamas.

140. Both the number and strength of institutions wholly intended for Panchamas have continued to rise during the quinquennium. As I anticipated the number of schools classed as secondary has fallen, some having become higher elementary schools under the new system. By far the greatest ratio of increase is for the aided schools, *i.e.*, those maintained by missionaries. The Local and Municipal Boards have now 439 schools against 402 in 1907. These figures do not suggest any great increase of interest in Panchama education on the part of these representative bodies. The number of unaided schools has somewhat diminished, showing that the elastic provisions of the present Grant-in-aid Code are not less favourable to these special schools than was the old code.

The total number of Panchama pupils in all classes of institutions has risen by nearly 30 per cent. It is very much smaller than that of pupils in schools chiefly intended for Panchamas because in these schools a good many pupils are returned as non-Panchamas, frequently as Christians. Owing to the reclassification of schools the number in the secondary stage shows a fall. Of course Panchama children are particularly liable to be taken away young by their parents and set to work. There are now four training schools for Panchama teachers as against two in 1907: the figures for the special schools have remained practically unchanged throughout the quinquennium.

EDUCATION OF THE ABORIGINAL AND HILL TRIBES.

Expenditure in Panchama schools.

141. The total expenditure rose from Rs. 4,31,217 in 1906–07 to Rs. 6,07,775 in 1911–12. The expenditure from public funds rose from Rs. 2,04,573 to Rs. 2,63,072, fees rose from Rs. 10,849 to Rs. 17,392 and expenditure from private sources from Rs. 2,15,795 to Rs. 3,27,311.

XI.—EDUCATION OF THE ABORIGINAL AND HILL TRIBES.

The aboriginal and hill tribes to whom the statistics refer are mainly Khonds, with their somewhat less uncivilized offshoots the Jatapus and Kondoras, Savaras, Panos, and Koyas who are found in one or other of the agency tracts in the three northernmost districts Ganjām, Vizagapatam and Gōdāvari.

The Ganjām Agency.

142. In the Agency tracts of the Ganjām district there are now 151 schools with 5,193 pupils which is a smaller number of both schools and pupils than in 1907. This is chiefly due to a falling off in the number of aided schools. Of the 151 schools 87 are maintained directly by Government as against 81 in 1907. Of these schools about a five-eighths are intended for the aboriginal tribes, in the case of Savaras, Khonds and Panos, but the others also contain children of such, about half the total school population belonging to them.

The Vizagapatam Agency.

143. In the Vizagapatam Agency the tribes are Jatapus and Kondoras who although supposed to be sections of the Khond tribe conform to some extent to Hindu customs and speak Telugu, and also Bagatas. About four-fifths of the children in school belong to these tribes.

The Gōdāvari Agency.

144. In Gōdāvari the only hill people returned as attending school were the Koyas who were about a third of the total school population of the Gōdāvari Agency tracts. The rise in the number of schools and scholars in this agency is marked and is due to the addition to it in 1909–10 of three talūks transferred to Madras from the Central Provinces.

Difficulties of the education of hill tribes.

145. The following remarks of Mr. Yates, illustrating the difficulty of extending education among aboriginal tribes are of interest:—

"In the course of the year I visited the Agency and saw something of the Koya schools. New schools were provided for these primitive people in the interior of the agency during the year and were to be opened during the current year. The chief difficulty in the way of spreading education among them lies in the fact that Koya teachers are at present very scarce: before the pupils can learn arithmetic, etc., they must be taught Telugu. The Koya language has been reduced to writing by the Rev. J. Cain in a version of the Gospel of St. Luke. I have suggested that, if teaching of arithmetic and reading is to be satisfactory, it should be at first in the Koya language. The teachers must learn the language. The teaching of Telugu should be mainly for practical purposes: The Telugu alphabet will serve for representing the Koya words.

"In the Parlakimidi and Gunupur hills are the Savaras. Similar difficulties with regard to language and the willingness of parents to send their children to school are remarked as in the case of Koyas. The Savaras must learn Uriya or Telugu so long as the teachers do not know Savara.

"I am informed that some progress is being made in the Balliguda Hills with the education of Khonds: A small number of Khond teachers have been trained at Russellkonda. The Baptist Mission has now on foot a scheme to start a training school at Udayagiri specially for Khond teachers and to use Romic characters in teaching the Khond languages."

In 1907–08 twenty-five special scholarships ranging from As. 8 in the infant to Rs. 2 per mensem in the fourth standard were sanctioned for the Koya boys attending the schools in the Bhadrāchalam taluk to whom the supply of books and slates free of cost was also authorized as an experimental measure. It was not found practicable to adhere to the number of 25 scholarships. The Government agent pointed out that all Koyas are alike poor and not able to understand the principles upon which pupils were selected for scholarships and that they would accordingly view with jealousy and dissatisfaction any such selection of scholarship-holders and might go to the length of withdrawing the children to whom scholarships had not been awarded. Scholarships have therefore been sanctioned to all the Koya pupils reading in schools in the Bhadrāchalam Agency and in 1910–11 the number so

given had risen to 227. The rates were reduced however to half those mentioned above. The projected training school at Udayagiri does not appear to have yet been started.

Government undertook the publication of a Savara Dictionary and Grammar and Savara Reading Books by M.R.Ry. G. V. Ramamurthy and they have accordingly been printed at the Government Press.

Schools outside the Agencies.

146. Besides these groups of schools in the Agency tracts of the Northern Circars there are others for aborigines in different parts of the Presidency. Among these are the schools for Chenchus in Kurnool. Of these two are board schools and the pupils are fed, clothed and supplied with books, etc., by the Board. There are also two schools maintained by private agencies. Others are schools for Lambadis in Anantapur and Bellary, two board schools for Malayalis in Trichinopoly and Salem, an American Mission school for Pulayars on the Adalur hills in Madura, and a board school for Malasas on the Satyamangalam ghâts.

On the Nilgiris the schools for Kotas have continued to work satisfactorily and some progress has been made in the education of the Todas, in which Miss Ling of the Church of England Zenana Mission has greatly interested herself. She has schools which are aided by the Nilgiris District Board. There are also on the Nilgiris schools for Badagas, but these people are not aboriginal inhabitants of the plateau nor much behind the agriculturists of the plains in civilization.

XII.—EDUCATION OF THE BLIND AND OF DEAF-MUTES.

Schools for the blind.

147. The number of schools for the blind has been reduced from four to three during the quinquennium by the amalgamation of the mixed school at Pannaivilai with those for boys and girls respectively at Palamcottah. These have continued to be managed by Miss J. N. Askwith, Principal of the Sarah Tucker College, and have made steady progress both in strength and efficiency.

The Palamcottah schools give a general education up to the fourth standard and there are also industrial classes for boys in which such subjects as mat-weaving, chair-caning, basket and rope-making are taught. The ex-pupils of the Palamcottah schools are often sent for training and find employment as teachers.

Schools for deaf-mutes.

148. At Palamcottah there is also a school for deaf-mutes. This satisfies more than local needs, pupils having been received in it from Calcutta, Orissa and Colombo. It provides an elementary education up to the fourth standard and suitable industrial instruction for boys and girls. The teaching of speech has continued throughout the quinquennium and in 1911 a fully trained teacher of the deaf arrived from England who while studying Tamil is reported to have been giving special lessons in English speech to a class of mutes. An interesting case in the school is an orphan Brahman girl who is not only a deaf mute but also blind. She is making remarkable progress in speech and general intellectual development. The school is aided by Government and also by the District Boards that send pupils to it.

XIII.—EDUCATION OF NATIVE CHIEFS AND NOBLEMEN.

Proposals for a Chiefs' college.

149. This Presidency boasts no Chiefs' College. The establishment of one has frequently been discussed and in 1909-10 at the instance of the Maharaja of Bobbili Government appointed a committee to draw up a scheme for a zamindars' college. The scheme that the committee prepared commended itself on the whole to Government, but their support of it was made contingent on the raising of a considerable sum of money by the zamindars themselves and I have no information as to any further progress in the matter. It is probable that the number of boys that would join such a college is not large enough to ensure its success.

PRIVATE INSTITUTIONS.

The Court of Wards' Institution at Newington.

150. The institution maintained at Newington, Madras, by the Court of Wards for the education of the minor proprietors of the estates that come under their management to some extent supplies the place of a Chiefs' College since boys who are not wards of the Court can be admitted to it. It has worked throughout the quinquennium with conspicuous success. Its principal and staff continue to give great attention to the moral and physical development of the wards. Recreations and hobbies are equally provided for with book-learning, and agriculture and other subjects likely to be useful to landlords receive attention.

In the course of the quinquennium two of the wards prosecuted their studies in the Christian College and both passed the F.A. examination. One of them subsequently took the B.A. degree, but he had attained his majority before he did so.

There were 13 pupils at Newington in 1912 of whom two were not wards of the Court.

XIV.—PRIVATE INSTITUTIONS.

Classification.

151. Private institutions, as in 1907, are those which do not conform to the standards of efficiency or accept the course of study prescribed by the University or the department and are not recognized under the educational rules. They are classified as follows:—

(1) Advanced schools teaching an oriental classical language,
(2) elementary schools teaching a vernacular language only or mainly,
(3) elementary schools teaching the Quran, and
(4) other schools not conforming to departmental standards.

Number and strength.

152. During the quinquennium the number of schools in the last three classes has declined as the inducements held out by the department to conform to its standards have led to schools successfully applying for recognition and as local boards and missionary societies have taken schools under their management. Schools have also in some cases no doubt found themselves unable to compete successfully with aided schools in the same locality. The fall, however, is not very considerable being less than ten per cent. of the total number of schools, which in 1907 was 5,167. As I remarked in my report for 1907-08, "although one may regret for some reasons the disappearance of the 'pial' schools as such, there is little reason to doubt that they are for the most part improved by conforming to departmental standards now that so much freedom is accorded to them in regard to the work they undertake."

Sanskrit schools.

153. In 1909 I proposed to Government that the Sub-Assistant Inspector of Sanskrit Schools should be authorized to tour in Northern India with a view to acquiring information which would assist us in putting the private Sanskrit schools of the Presidency on a better footing.

Government having approved my proposal M.R.Ry. Krishnamachariyar visited the Sanskrit Colleges at Calcutta, Benares and Lahore and also a number of tols in each of Bengal, the United Provinces and the Punjab and consulted several distinguished Sanskrit scholars. His report showed that as regards Sanskrit studies, Madras is much behind other provinces and I referred the matter to a committee, with a view to suggestions being made for action likely to remove this reproach. This committee has reported and Government is now considering a scheme for the better aiding and administration of Sanskrit schools.

Of late years the number and strength of these has rapidly increased and when the committee met there were 270 such schools, and it was proposed that 75 of them including those already aided should be under inspection and formally recognized. Of these 8 are classed as colleges, 36 as advanced schools and 31 as elementary schools. The reorganization scheme adopts this classification. It lays down courses of study to be pursued in each grade of institution, which are to include in addition to the Sanskrit language and literature, English, which is not compulsory however, History and Geography, Arithmetic and a vernacular language which will be the medium of instruction. It is in contemplation to aid all these

institutions except three of the colleges which are not in need of it and a special rate of Re. 1 per annum per pupil is suggested for the elementary schools. Scholarships are to be given in colleges to the 30 students who pass highest in a preliminary examination for admission to them and in advanced schools to 72 of the best pupils from the elementary schools. With a view to better inspection and control, the scheme provides for the Sub-Assistant Inspector to have two officers under him to be called Supervisors of Sanskrit schools, one for the north of the Presidency stationed at Vizagapatam, and the other for the south at Calicut. These officers will be recruited from the pandit class and will correspond with the Sub-Assistant in Sanskrit or a vernacular. It will be his business not only to inspect schools but to secure uniformity of aim and policy in the development of Sanskrit education.

The institution of University examinations for oriental titles and the affiliation of Sanskrit colleges to teach for them have been dealt with under collegiate education.

Other advanced schools.

154. In addition to the Sanskrit schools there are advanced schools for the teaching of Arabic and Persian, but we have no detailed information about them. The total number of classical schools increased during the quinquennium by about ten per cent. There were 315 of them in 1907.

XV.—BOOKS.

The Text-Book Committee.

155. Since it was found difficult with a maximum membership of twenty to provide subject committees to deal with books submitted to the Text-Book Committee, Government in 1909 raised the maximum to twenty-four and in the same year the Director was empowered to frame rules for the guidance of the committee. It was further decided that books which have fallen into disuse or are out of date should be excluded from the consolidated list of approved text-books to be published once in five years. The activity of publishing firms has steadily increased during the quinquennium and consequently the number of books examined by the committee has also done so. The majority were found suitable, rejections being mostly on the grounds of unsuitability to schools in India rather than of any specific inferiority.

The Oriental Manuscripts Library.

156. Rao Bahadur M. Rangachariyar was Curator of the Oriental Manuscripts Library throughout the quinquennium.

The number of manuscripts was increased by 3,057 in the period. Most of the manuscripts acquired are Sanskrit, the rest being in the South Indian vernaculars. This disproportion is explained by the Curator to be due to Sanskrit manuscripts being more numerous in the Presidency than vernacular ones. He gives no less attention to the acquisition of the latter than of the former. Similarly the consultations and transcriptions of Sanskrit manuscripts by visitors are more numerous. Good progress has been made with the Descriptive catalogue of Sanskrit works, but that of the Tamil and Telugu manuscripts has been slower. The usefulness of the library is attested by a steady increase in the number of visitors, consultations and transcriptions. The Curator has published during the quinquennium two rare Sanskrit works with translations, of which one is the Ganita-Sara-Sangraha, a work on mathematics, and its translation is stated by a competent authority to be "the most noteworthy single contribution to the History of Hindu Mathematics that has been made for nearly a century."

The establishment of the Oriental Library was reorganized in 1910 with a view to better progress with cataloguing and other work.

The library has outgrown its accommodation in the Central Museum and proposals for locating it elsewhere are under consideration.

Registration of books.

157. Diwan Bahadur V. Krishnamachariyar, who had held with conspicuous ability the office of Registrar of Books since it was created, died in 1907 and he was succeeded by Rao Bahadur M. Rangachariyar.

MISCELLANEOUS REMARKS.

There was throughout the quinquennium a steady large increase in the number of books registered, which in 1912 reached a total of 14,356, having in 1911 more than doubled that for the last year of the previous quinquennium. Allowing for unimportant fluctuations from year to year this increase has been evenly distributed among all the classes in which it is usual to group registrations. The number of books is so large and their diversity so great that I hesitate to express an opinion as to whether increase in the quantity of printed matter has been accompanied by improvement in its quality. It is something that the moral tone of books has seldom had to be taken exception to. Several vernacular educational books of decidedly superior quality have appeared and some of the books published in English by private persons have been very favourably reviewed. The great expansion of work necessitated in 1910 a revision of the Registrar's office establishment.

XVI.—MISCELLANEOUS REMARKS.

158. On the opposite page is a diagram showing for 1911–12 the number of pupils in each year of the school or University course. I have under the appropriate heads noted the gains and losses in number of pupils in the quinquennium and under elementary education have dwelt upon the disproportionate strength of the lower classes in elementary schools, and there is nothing further in the table that calls for remark.

Scheme of instruction in literary and non-literary subjects.

159. Physical education has advanced in the quinquennium proportionately, though not more than proportionately with intellectual. Gymnastics and drill continue to form a regular part of the work of colleges and secondary schools. Most of these institutions have their cricket, football, lawn tennis, or hockey clubs. The game of badminton seems to be coming more into vogue. It is less expensive than lawn tennis and meets the needs of many students naturally unfit for more strenuous pastimes. The difficulty of obtaining playing fields and the cost of their maintenance and of materials for games seriously hinder their development. The institution of tournaments and cup ties by which it has been sought to encourage games has not been an unmixed benefit. It has even produced an incipient professionalism which keeps the number of boys actually playing games comparatively small. A more encouraging feature is the increasing ability of students to manage their games for themselves. I fear that the bulk of teachers still take little interest in them. The teaching profession is not largely recruited from the athletic sets in the colleges.

Physical education.

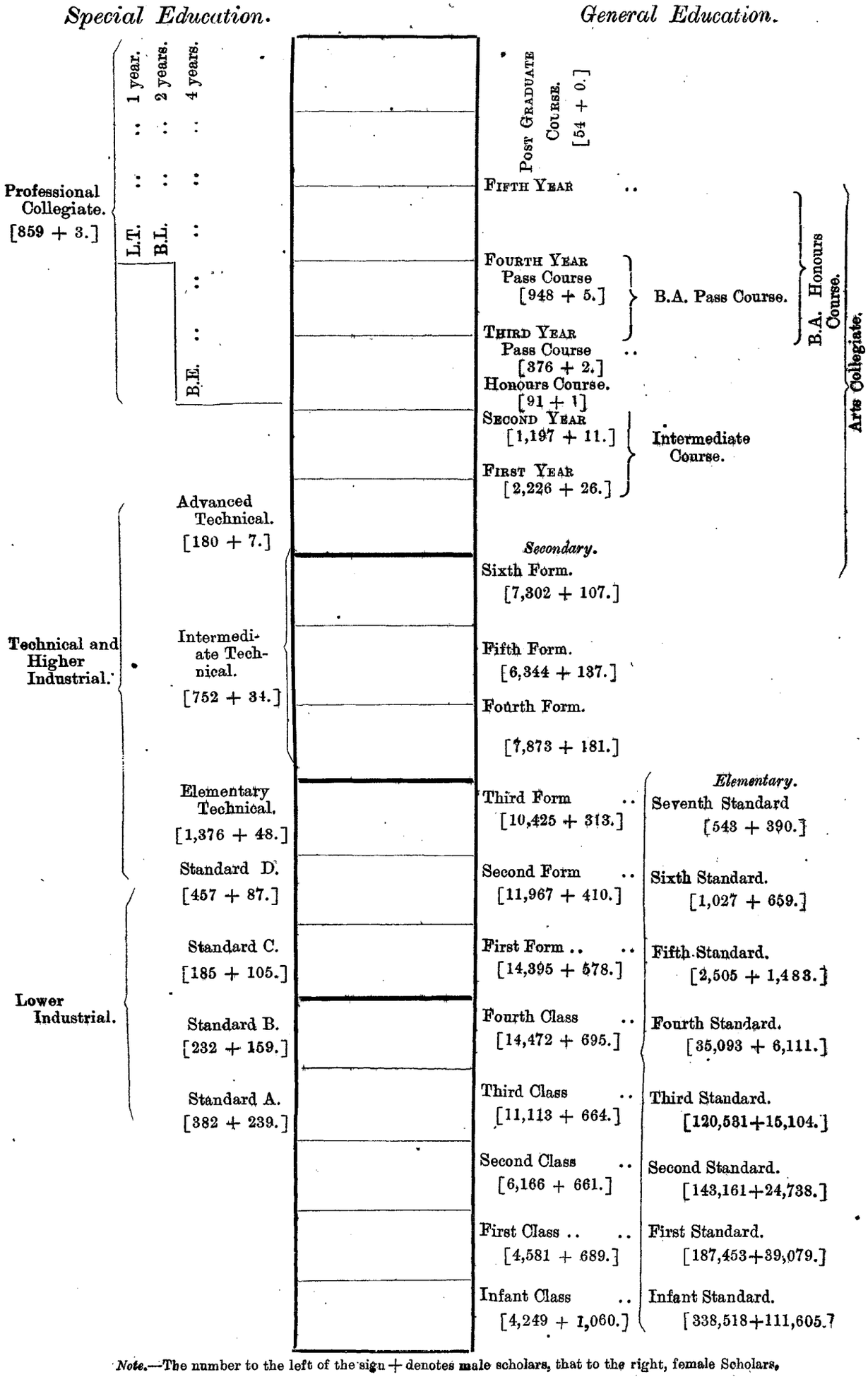
160. In 1908 a conference was held to discuss the scheme for the Secondary School Certificate which has been described above. It consisted of the Director as President, representatives of the Syndicate, the Council on Native education, the Missionary Council on Aided education, and four official and one non-official members nominated by Government. The conference had ten meetings and exhaustively discussed the many complexities of the situation. Government eventually accepted its proposals without important modifications.

Educational conferences.

Another conference was held in 1910 to discuss proposals for raising the rates of fees in colleges and secondary schools. The Director was President and only one other official, who was prevented from attending, was appointed to it. The non-official members were selected with a view to as wide a representation of the authorities of aided institutions as was compatible with keeping the size of the committee within reasonable bounds. The recommendations of this conference were also accepted by Government.

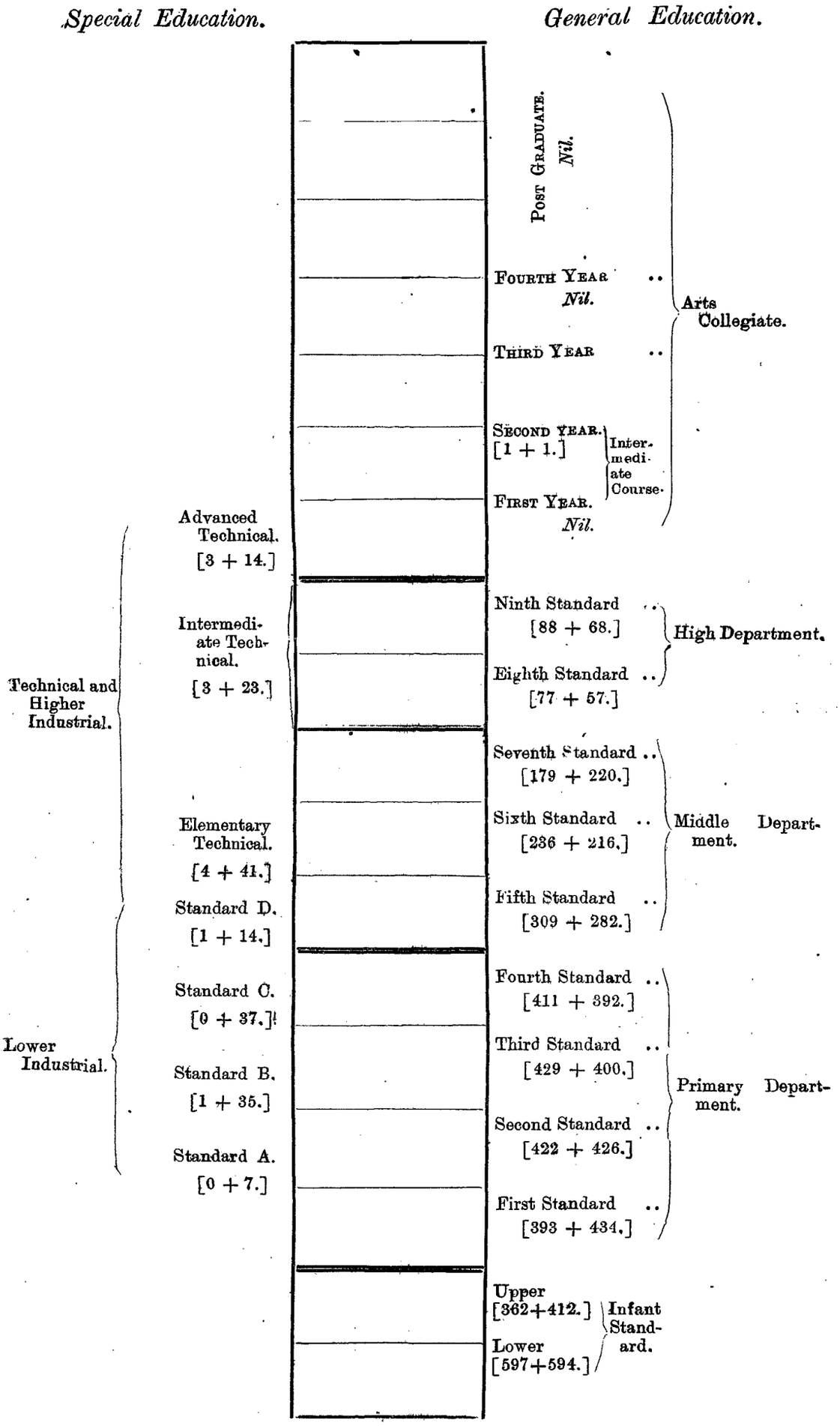
A committee of a similar kind, except that it included a larger number of officials, was summoned in 1912 to consider the cause of the smallness of the proportion of elementary schools having standards above the third. It was of opinion that certain provisions of the educational rules and the Grant-in-Aid Code tended to prevent the development of schools beyond the third standard and the matter is still under consideration.

NON-EUROPEAN SCHOOLS.



Note.—The number to the left of the sign + denotes male scholars, that to the right, female Scholars.

EUROPEAN SCHOOLS.


Special Education.
General Education.
Post Graduate. Nil.
Fourth Year .. Nil.
Third Year ..
Second Year. [1 + 1.]
First Year. Nil.
Arts Collegiate.
Inter-mediate Course.
Advanced Technical. [3 + 14.]
Intermediate Technical. [3 + 23.]
Technical and Higher Industrial.
Ninth Standard .. [88 + 68.]
Eighth Standard .. [77 + 57.]
High Department.
Seventh Standard .. [179 + 220.]
Sixth Standard .. [236 + 216.]
Fifth Standard .. [309 + 282.]
Middle Department.
Elementary Technical. [4 + 41.]
Standard D. [1 + 14.]
Standard C. [0 + 37.]
Standard B. [1 + 35.]
Standard A. [0 + 7.]
Lower Industrial.
Fourth Standard .. [411 + 392.]
Third Standard .. [429 + 400.]
Second Standard .. [422 + 426.]
First Standard .. [393 + 434.]
Primary Department.
Upper [362+412.]
Lower [597+594.]
Infant Standard.

Note.—The number to the left of the sign + denotes male scholars, that to the right, female scholars.

161. The most noticeable feature in the development of Educational Associations has been the increase in the number of Elementary Teachers' Associations. This is a result of the introduction of the new rules and the consequent scope for independent action on the part of teachers of even this grade. In the more advanced districts associations were started even before the new rules were promulgated but the extension of them to less advanced districts belongs to this quinquennium. They are formed under the auspices of inspecting officers for the general improvement of the teachers and the special study of the subjects of the curricula which are comparatively novel such as drawing, civics and nature study. There is no doubt of their potential utility. In fact it is only through the more or less voluntary efforts of the teachers that much improvement in the schools can be hoped for. Of course associations can only be formed in places where there are more schools than one so that the bulk of teachers in rural schools can come little if at all under their influence, and have to depend on their own efforts as directed and encouraged by the subordinate inspecting officers.

Educational associations and reading rooms.

162. The alterations in the college and school curricula have greatly stimulated the formation and extension of libraries, both for educational work, and for general reading. In all cases of affiliation to the University, and recognition by the Department the adequacy of the library is a matter for special investigation.

Libraries, museums, and exhibitions.

School museums are becoming increasingly common, but there is little indication of the development on the part of pupils of the habit of making systematic collections for them of natural objects, they generally stop short at presenting to the museum any object they think curious that they happen to come across. The pursuit of hobbies, so common among English school boys, is still rare even in schools for Europeans.

163. The system of utilizing the service of Government and Local Fund schoolmasters as branch postmasters continued throughout the quinquennium and was reported by the Postmaster-General each year to have worked satisfactorily. There are now 521 such teachers so employed on monthly salaries varying from Rs. 2 to Rs. 12. The percentage of branch offices in charge of schoolmasters of all classes on the total number of extra-departmental branch offices during 1911–12 was about 35 against 43 in the previous quinquennium.

Schoolmasters as postmasters.

164. Service registers and verified copies of them, and inventories of valuable stock are reported to have been properly maintained.

Service registers and inventories of valuable stock.

I have the honour to be,

Sir,

Your most obedient servant,

A. G. BOURNE,
Director of Public Instruction.

GENERAL TABLES.

134102

(1)—*Abstract return of colleges, schools and scholars in the*

Total area in square miles. (*d*)	Area and population.		Institutions and scholars.		Public			
	Number of towns and villages. (*d*)	Population (*d*).			Collegiate education.		School education, general.	
					Arts colleges.	Professional colleges.	Secondary schools. (*a*)	Primary schools. (*b*)
1	2	3	4		5	6	7	8
142,491	Towns ... ... 279 Villages ... 53,853 Total ... 54,132	Males ... ... 20,389,666 Females ... 21,029,264 Total ... 41,418,930	Institutions	For males	30	3	375	24,044
				For females	2	...	65	1,162
				Total ...	32	3	440	25,206
			Scholars ...	Males	4,893	859	101,890	829,831
				Females	46	3	8,446	199,719
				Total ...	4,939	862	110,336	1,029,050

(*a*) These relate to European High and Middle schools and Non-European secondary schools.
(*b*) These relate to European Primary and all Elementary schools.

(2)—*Abstract return of expenditure on public instruction*

	Total direct expenditure on public instruction.						
	Collegiate education.		School education, general.		School education, special.		Total.
	Arts colleges.	Professional colleges.	Secondary schools.*	Primary schools.†	Training schools.	All other special schools.	
1	2	3	4	5	6	7	8
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1. Institutions ... For males	10,04,761	1,88,963	27,11,424	37,74,284	3,12,880	3,16,681	83,08,993
For females	5,887	...	3,45,007	6,73,597	87,987	31,993	11,44,476
Total ...	10,10,648	1,88,963	30,56,431	44,47,881	4,00,867	3,48,679	94,53,469
2. (*a*) Percentage of Provincial expenditure included in columns 2—17 to total Provincial expenditure on public instruction.	6·98	2·87	9·45	31·59	7·33	2·48	60·70
(*b*) Percentage of District Fund expenditure included in columns 2—17 to total District Fund expenditure on public instruction.	...	...	3·28	82·35	2·38	.....	88·01
(*c*) Percentage of Municipal expenditure included in columns 2—17 to total Municipal expenditure on public instruction.	1·75	...	1·71	81·29	·35	·32	85·42
(*d*) Percentage of total expenditure included in columns 2—17 to total expenditure on public instruction.	7·45	1·39	22·53	32·79	2·96	2·57	69·69
	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
Average annual cost of educating each pupil in— Government institutions, Cost to Provincial Revenues	232 5 10	147 9 7	47 0 2	9 1 8	135 2 6	72 8 9	29 7 8
Cost to District and Municipal Funds ...	...	...	...	...	1 9 5	0 4 2	0 1 6
Total cost ...	331 2 8	219 11 7	62 10 2	9 7 11	136 0 8	95 10 4	36 1 3
District Board institutions. Cost to Provincial Revenues	...	...	...	...	...	...	...
Cost to District Funds	...	...	3 5 9	4 10 0	100 10 0	...	4 10 10
Total cost ...	...	...	19 11 2	5 3 4	100 10 0	...	6 0 11
Municipal institutions. Cost to Provincial Revenues	.....	...	3 5 3	...	...	...	0 10 10
Cost to Municipal Funds	22 14 3	...	0 13 3	6 9 8	...	11 11 2	5 9 0
Total cost ...	121 3 1	...	24 9 10	7 0 9	...	11 11 2	11 8 2
Institutions in Native States. Cost to Native State Revenues	...	...	...	...	...	...	..
Cost to District and Municipal Funds ...	...	...	...	...	...	...	...
Total cost ...	...	...	15 8 6	4 8 4	...	...	8 9 7
Aided institutions... Cost to Provincial Revenues	24 1 5	...	3 11 6	1 13 11	94 12 11	12 12 1	2 5 6
Cost to District and Municipal Funds ...	...	...	0 0 2	0 2 5	...	...	0 2 1
Total cost ...	173 15 6	...	28 15 9	4 4 2	146 4 8	90 10 7	8 7 10
Unaided institutions ... ... Total cost ...	315 4 4	...	32 8 1	2 5 4	50 6 2	42 11 2	4 2 1
All institutions ... Cost to Provincial Revenues	63 3 11	147 9 7	3 14 1	1 6 5	109 8 0	24 9 1	2 6 5
Cost to District and Municipal Funds ...	1 2 1	...	0 6 3	1 4 4	10 4 3	0 3 7	1 3 4
Total cost ...	207 2 3	219 11 7	28 6 3	4 7 5	135 6 1	78 2 4	8 7 5

* These relate to European High and Middle schools and Non-European secondary Schools.
† These relate to European Primary and Non-European Elementary schools.

Madras Presidency for the official year 1911–12.

Institutions.			Private institutions.				
School education, special.		Total of public institutions.	Advanced.	Elementary.	Grand Total.	Percentage of	
Training schools.	All other special schools (*c*).						
9	10	11	12	13	14	15	
64	71	24,587	364	4,702	29,653	Institutions to number of towns and villages ...	54·7
21	22	1,272	9	118	1,399		2·6
85	93	25,859	373	4,820	31,052		57·3
2,820	3,576	943,369	10,294	99,717	1,053,380	Male scholars to male population of school-going age ...	34·4
453	850	209,517	459	16,709	226,685	Female scholars to female population of school-going age	7·2
3,273	4,426	1,152,886	10,753	116,426	1,280,065		20·6

(*c*) Includes also the statistics of Industrial schools.
(*d*) Relates to the Census Population of 1911.

in the Madras Presidency for the official year 1911–12.

Total indirect expenditure on public instruction.								Total expenditure on public instruction.
University.	Direction.	Inspection.	Scholarships.	Buildings.	Special grants for furniture and apparatus.	Miscellaneous.	Total.	
9	10	11	12	13	14	15	16	17
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1,97,571	76,785	7,40,447	1,31,928	11,07,078	2,65,614	15,92,210	41,11,633	1,35,65,102
1,97,571	76,785	7,40,447	1,31,928	11,07,078	2,65,614	15,92,210	41,11,633	1,35,65,102
·51	1·74	16·75	1·98	10·09	6·01	2·22	39·30	100·00
.....	.....	.....	·07	11·33	.....	·59	11·99	100·0
.....	.....	.....	·04	14·54	.....	.....	14·58	100·00
1·46	·56	5·46	·97	·16	1·96	11·74	30·31	100·0

(3)—*Return of colleges, schools and scholars in the*

Public

Classes of institutions.	Under public management.											
	Managed by Government.				Managed by District or Municipal Boards.				Managed by Native States.			
	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9	10	11	12	13
Collegiate education.												
Arts Colleges—												
English { For boys	4	963	964	882	3	241	241	217	...	...	...	...
English { For girls	...	...	...	...	...	...	...	...	...	...	...	...
Oriental	...	...	...	...	...	...	...	...	...	...	...	...
Total	4	963	964	882	3	241	241	217	...	...	...	...
Colleges or departments of Colleges for professional training—												
Law	1	455	451	425	...	...	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...	...	...	...	...	...
Engineering	1	308	309	390	...	...	...	...	...	...	...	...
Teaching	1	99	100	94	...	...	...	...	...	...	...	...
Agriculture	...	...	...	...	...	...	...	...	...	...	...	...
Total	3	862	860	819	...	...	...	...	...	...	...	...
School education, general.												
Secondary Schools—												
For boys { High schools, English (*a*)	5	1,237	1,255	1,165	27	10,575	10,437	9,297	...	...	...	...
For boys { Middle { English (*b*)	1	110	97	79	57	7,926	7,725	6,719	1	98	107	74
For boys { Middle { Vernacular	...	...	...	...	...	...	...	...	...	...	...	...
For girls { High schools. { English (*a*)	4	478	446	349	...	...	...	...	...	...	...	...
For girls { High schools. { Vernacular	...	...	...	...	...	...	...	...	...	...	...	...
For girls { Middle schools. { English (*b*)	...	...	...	...	...	...	...	...	...	...	...	...
For girls { Middle schools. { Vernacular	...	...	...	...	...	...	...	...	...	...	...	...
Total	10	1,825	1,798	1,593	84	18,501	18,162	16,016	1	98	107	74
Primary Schools—												
For boys... ... ... { Upper (*c*)	121	7,255	7,002	5,832	1,898	141,651	135,745	112,701	...	...	...	...
For boys... ... ... { Lower (*d*)	47	1,394	1,378	1,119	2,493	106,586	101,285	83,393	3	102	101	78
For girls... ... ... { Upper (*c*)	157	19,138	18,362	12,947	25	2,834	2,667	2,077	1	86	81	43
For girls... ... ... { Lower (*d*)	24	1,312	1,301	938	86	4,281	3,804	2,955	...	...	...	...
Total	349	29,099	28,043	20,836	4,502	255,352	243,501	201,126	7	188	182	121
School education, special.												
Schools for special instruction—												
Training schools for masters	31	1,916	1,707	1,583	18	277	273	263	...	...	...	...
Do. for mistresses	6	146	128	117	...	...	...	...	...	...	...	...
School of Arts	1	367	334	252	...	...	...	...	...	...	...	...
Law schools	...	...	...	...	...	...	...	...	...	...	...	...
Medical schools	...	...	...	...	...	...	...	...	...	...	...	...
Engineering and Surveying schools	...	...	...	...	...	...	...	...	...	...	...	...
Technical and Industrial schools (*e*)	1	64	80	64	...	...	...	...	...	...	...	...
Commercial schools	1	287	337	304	...	...	...	...	...	...	...	...
Agricultural schools	...	...	...	...	...	...	...	...	...	...	...	...
Reformatory schools	1	245	245	237	...	...	...	...	...	...	...	...
Other schools (*f*)	1	38	42	41	4	95	93	51	...	...	...	...
Total	42	3,063	2,893	2,598	22	372	366	314	...	...	...	...
Total of Colleges and Schools of Public Instruction	408	35,812	34,558	26,728	4,611	274,466	262,270	217,673	8	286	289	195
Private institutions.												
1. Advanced, teaching—												
(*a*) Arabic or Persian { For boys	...	...	...	...	...	...	...	...	...	...	...	
(*a*) Arabic or Persian { For girls	...	...	...	...	...	...	...	...	...	...	...	
(*b*) Sanskrit { For boys	...	...	...	...	...	...	...	...	...	...	...	...
(*b*) Sanskrit { For girls	...	...	...	...	...	...	...	...	...	...	...	...
(*c*) Any other Oriental classic	...	...	...	...	...	...	...	...	...	...	...	...
2. Elementary, teaching—												
A vernacular only or mainly—												
For boys	...	...	...	...	...	...	...	...	...	...	...	...
For girls	...	...	...	...	...	...	...	...	...	...	...	...
3. Elementary, teaching the Quran—												
For boys	...	...	...	...	...	...	...	...	...	...	...	...
For girls	...	...	...	...	...	...	...	...	...	...	...	...
4. Other schools not conforming to departmental standards—												
For boys	...	...	...	...	...	...	...	...	...	...	...	...
For girls	...	...	...	...	...	...	...	...	...	...	...	...
Total of Private Institutions	...	...	...	...	...	...	...	...	...	...	...	...
Grand total	408	35,812	34,553	26,728	4,611	274,466	262,270	217,673	8	286	289	19

(*a*) European High schools and Non-European Secondary schools with forms higher than the third.
(*b*) European Middle schools, Non-European Secondary schools with no forms higher than the third, and also Preparatory Secondary schools with classes up to the fourth.
(*c*) European Primary schools, Elementary schools with standards above the fourth and Elementary schools with standards up to and including the fourth.
(*d*) Elementary Schools with standards below the fourth.
(*e*) These relate to Lower class Technical or Art schools and also all Industrial schools.
(*f*) These relate to Higher class Technical or Art schools.

Madras Presidency for the official year 1911–12.

Institutions.												
Under private management.										Number of scholars on the 31st March learning		
Aided by Government or by District or Municipal Boards.				Unaided.						English.		A classical language.
Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Grand total of institutions.	Grand total of scholars on the 31st March.	Boys.	Girls.	Boys.	Girls.
14	15	16	17	18	19	20	21	22	23	24a	24b	25a	25b
21	3,590	3,504	3,249	2	130	156	144	30	4,924	4,722	30	745	3
1	8	7	7	1	7	7	6	2	15	...	15	...	1
...	...	...	...	...	...	...	...	...	...	...	...	...	...
22	3,598	3,511	3,256	3	137	163	150	32	4,939	4,722	45	745	4
...	...	...	...	...	...	...	...	1	455	455	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	1	308	308	...	...	...
...	...	...	...	...	...	...	...	1	99	96	3	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	3	862	859	3	...	...
131	57,233	56,153	50,310	5	2,500	2,461	2,243	168	71,545	65,518	368	6,064	57
134	21,890	20,864	18,115		1,317	1,294	1,206	207	31,341	25,891	817	1,001	40
...	...	...	...	...	...	...	...	...	...	...	...	...	...
29	3,881	3,755	3,316	...	...	...	...	33	4,359	358	3,745	31	40
...	...	...	...	...	...	...	...	...	...	...	...	...	...
30	3,035	3,021	2,631	2	56	51	45	32	3,091	316	2,535	8	38
...	...	...	...	...	...	...	...	...	...	...	...	...	...
324	86,039	83,793	74,372	21	3,873	3,806	3,494	440	110,336	92,078	7,465	7,194	784
2,185	153,456	147,845	91,152	109	5,799	5,475	4,567	4,313	308,161	32,719	2,434	6,741	945
13,009	415,597	408,857	344,927	4,176	108,849	103,750	89,069	19,781	632,528	3,328	319	19,167	5,474
477	43,112	41,008	31,935	36	2,975	2,884	2,071	696	68,145	631	8,222	736	1,191
275	11,758	12,044	9,195	81	2,865	2,735	2,077	466	20,216	8	216	312	1,433
15,946	623,923	609,754	507,209	4,402	120,488	114,844	97,784	25,206	1,029,050	36,686	11,191	26,356	9,043
14	603	559	525	1	33	36	34	64	2,829	155	...	...	...
14	287	245	231	1	11	13	13	21	444	...	67	...	...
...	...	...	...	...	...	...	...	1	367	93	14	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
31	1,704	1,686	1,416	12	353	285	275	(g) 44	2,121	147	102	...	...
...	...	...	...	...	...	...	...	1	287	242	..	...	...
1	11	12	12	...	...	...	...	1	11	...	...	...	...
...	...	...	...	...	...	...	...	1	245	...	...	...	...
4	210	211	158	36	1,052	730	673	(h) 45	1,395	1,195	74	...	...
64	2,815	2,713	2,342	50	1,449	1,064	995	178	7,699	1,832	257	...	...
16,356	716,375	699,771	587,179	4,476	125,947	119,877	102,423	25,859	1,152,886	136,177	18,961	34,205	9,831
...	...	...	...	...	...	...	...	104	5,358	21	...	5,277	85
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	255	4,921	137	...	4,814	80
...	...	...	...	...	...	...	...	9	303	...	...	9	279
...	...	...	...	...	...	...	...	...	..	...	...	...	...
...	...	...	...	...	...	...	...	3,069	66,485	375	28	647	171
...	...	...	...	...	...	...	...	14	595	...	16	...	82
...	...	...	...	...	...	...	...	834	30,362	...	...	21,465	8,639
...	...	...	...	...	...	...	...	104	3,420	...	...	469	2,864
7	...	...	...	...	...	...	...	804	15,735	379	6	734	9
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	5,193	127,179	912	60	33,415	12,209
16,356	716,375	699,771	587,179	4,476	125,947	119,877	102,423	31,052	1,280,065	137,089	19,021	67,620	22,040

(g) Of these, 21 schools with 743 pupils were for girls.
(h) Of these, one school with 74 girls and 12 boys was for girls.

(8)—*Return of colleges, schools and scholars in the Madras Presidency for the official year* **1911-12—continued.**

Classes of institutions.	Number of scholars on the 31st March learning—*cont.* A vernacular language.		Classification of scholars on the 31st March according to race or creed.								Number of girls in boys' schools.	Number of boys in girls' schools.
					Hindus.							
	Boys	Girls.	Europeans and Eurasians.	Native Christians.	Brahmans.	Non-Brahmans.	Muhammadans.	Buddhists.	Parsis.	Others.		
	26*a*	26*b*	27	28	29	30	31	32	33	34	35	36
Collegiate education.												
Arts Colleges—												
English { For boys	2,566	19	35	444	3,327	1,017	96	1	1	3	31	...
English { For girls	...	14	...	14	1	...	...	...	...	...	...	...
Oriental	...	...	...	...	...	...	...	...	...	...	...	...
Total	2,566	33	35	458	3,328	1,017	96	1	1	3	31	...
Colleges or departments of Colleges for professional training—												
Law	...	...	...	15	383	53	4	...	...	...	...	...
Medicine	...	...	...	...	...	...	...	...	...	...	...	...
Engineering	...	...	21	18	220	4	2	...	...	1	...	...
Teaching	...	...	1	11	81	5	1	...	...	...	3	...
Agriculture	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	...	22	44	684	104	7	...	...	1	3	...
School education; general.												
Secondary Schools.												
For boys. High schools, English (*a*)	66,043	430	1,631	6,614	33,814	25,347	4,087	15	22	15	515	...
For boys. Middle schools, English (*b*)	29,092	796	1,657	2,717	11,067	14,432	1,419	4	22	23	1,161	...
For boys. Middle schools, Vernacular	...	...	...	...	...	...	...	...	...	...	...	...
For girls. High schools, English (*a*)	125	2,720	1,425	1,969	160	763	11	...	21	10	...	364
For girls. High schools, Vernacular	...	...	...	...	...	...	...	...	...	...	...	...
For girls. Middle schools, English (*b*)	124	1,953	1,214	1,485	83	282	2	...	19	6	...	316
For girls. Middle schools, Vernacular	...	...	...	...	...	...	...	...	...	...	...	...
Total	95,384	5,899	5,927	12,785	45,124	40,824	5,519	19	84	54	1,676	680
Primary Schools—												
For boys... Upper (*c*)	271,382	41,098	649	20,265	36,629	217,585	30,389	9	...	2,635	41,151	...
For boys... Lower (*d*)	561,146	74,869	114	47,994	40,280	479,363	60,031	...	...	4,746	74,834	...
For girls... Upper (*c*)	2,987	64,549	454	11,199	13,393	39,945	3,151	...	1	2	...	3,167
For girls... Lower (*d*)	1,458	18,937	...	2,176	3,511	10,703	3,825	...	...	1	...	1,460
Total	837,273	199,444	1,217	81,634	93,813	747,596	97,396	9	1	7,384	115,985	4,627
School education, special.												
Schools for special instruction—												
Training schools for masters	2,665	9	1	630	934	1,094	160	4	...	6	9	...
Do. for mistresses	...	377	42	336	3	41	20	...	...	2	...	...
School of Arts	251	9	20	45	11	281	6	4	...	...	23	...
Law schools	...	...	...	...	...	...	...	...	...	...	...	...
Medical schools	...	...	...	...	...	...	...	...	...	...	...	...
Engineering and Surveying schools	...	...	...	...	...	...	...	...	...	...	...	...
Technical and Industrial schools (*e*)	1,221	651	104	1,255	67	461	234	...	...	...	10	...
Commercial schools	45	...	4	16	164	64	39	...	...	...	...	...
Agricultural schools	11	...	...	11	...	...	...	...	...	...	...	...
Reformatory schools	245	...	...	9	2	200	34	...	...	...	...	...
Other schools (*f*)	126	...	97	131	817	323	27	...	...	...	...	12
Total	4,564	1,046	268	2,433	1,998	2,464	520	8	...	8	42	12
Total of Colleges and Schools of Public Instruction	930,787	206,422	7,469	97,354	144,947	792,005	103,538	37	86	7,450	117,737	5,319
Private institutions.												
1. Advanced, teaching—												
(*a*) Arabic or Persian { For boys	842	32	...	...	...	...	5,358	...	...	...	85	...
(*a*) Arabic or Persian { For girls	...	...	...	...	...	...	...	...	...	...	...	...
(*b*) Sanskrit { For boys	686	35	...	10	3,883	1,003	25	...	...	...	80	...
(*b*) Sanskrit { For girls	...	273	...	...	272	18	13	...	...	...	...	9
(*c*) Any other Oriental classic	...	...	...	...	...	...	...	...	...	...	...	...
2. Elementary, teaching—												
A vernacular only or mainly—												
For boys	62,891	3,917	...	1,220	2,440	60,108	2,712	...	...	5	3,887	...
For girls	14	581	...		82	406	104	...	...	...	...	14
3. Elementary, teaching the Quran—												
For boys	2,014	228	...	...	...	...	30,362	...	...	...	8,645	...
For girls	65	746	...	...	...	...	3,420	...	...	...	...	472
4. Other schools not conforming to departmental standards—												
For boys	13,982	646	...	186	1,562	3,308	664	...	...	15	648	...
For girls	...	...	...	...	...	...	...	...	...	...	...	...
Total of Private Institutions	80,494	6,458	...	1,419	8,239	74,843	42,658	...	...	20	13,345	495
Grand total	1,020,281	212,880	7,469	98,773	153,186	866,848	146,196	37	86	7,470	131,082	5,814

(*a*) European High schools and Non-European Secondary schools with forms higher than the third.
(*b*) European Middle schools and Non-European Secondary schools with no forms higher than the third and also preparatory Secondary schools with classes up to the fourth.
(*c*) European Primary schools, Elementary schools with standards above the fourth and Elementary schools with standards up to and including the fourth.
(*d*) Elementary schools with standards below the fourth.
(*e*) These relate to Lower class Technical or Art schools and also all Industrial schools.
(*f*) These relate to Higher class Technical or Art schools.

(3a)—*Number of scholars on the 31st March* 1912, *classified according to sex, race or creed.*

Classes of institutions.			Europeans and Eurasians.	Native Christians.	Hindus.		Mohammedans.	Buddhists.	Parsis.	Others.
					Brahmans.	Non-Brahmans.				
1			2	3	4	5	6	7	8	9
Collegiate education.										
Arts Colleges—										
English	For boys	Male	28	427	3,324	1,014	95	1	1	3
		Female	7	17	3	3	1	...	...	...
	For girls	Male	...	...	...	...	...	...	...	...
		Female	...	14	1	...	...	...	...	...
Oriental		Male	...	...	...	...	...	...	...	...
		Female	...	...	...	...	...	...	...	...
Colleges for professional training—										
Law		Male	...	15	333	53	4	..	...	...
		Female	...	...	...	...	...	...	...	...
Medicine		Male	...	...	...	...	...	...	...	...
		Female	...	...	...	...	...	...	...	...
Engineering		Male	21	18	220	46	2	...	...	1
		Female	...	...	...	...	...	...	...	...
Teaching		Male	1	8	81	5	1	...	...	...
		Female	...	3	...	...	...	...	...	...
Agriculture		Male	...	...	...	...	...	...	...	...
		Female	...	...	...	...	...	...	...	...
	Total		57	502	4,012	1,121	103	1	1	4
School education, general.										
Secondary schools—										
For boys.	(*a*) High schools, English	Male	1,485	6,454	33,690	25,264	4,087	15	20	15
		Female	146	160	124	83	...	...	2	...
	(*b*) Middle schools do.	Male	1,101	2,548	10,877	14,197	1,419	4	13	21
		Female	556	169	190	235	...	...	9	2
	Do. Vernacular	Male	...	...	...	...	...	...	...	...
		Female	...	...	...	...	...	...	...	...
For girls.	(*a*) High schools, English	Male	196	84	9	66	2	...	3	4
		Female	1,229	1,885	151	697	9	...	18	6
	Do. Vernacular.	Male	...	...	...	...	...	...	...	...
		Female	...	...	...	...	...	...	...	...
	(*b*) Middle schools, English	Male	295	8	...	2	1	...	9	1
		Female	919	1,477	83	280	1	...	10	5
	Do. Vernacular.	Male	...	...	...	...	...	...	...	...
		Female	...	...	...	...	...	...	...	...
Primary schools—										
For boys	(*c*) Upper	Male	362	15,837	27,887	191,625	28,744	8	...	2,547
		Female	287	4,428	8,742	25,960	1,645	1	...	88
	(*d*) Lower	Male	87	34,250	30,823	436,732	51,267	...	...	4,535
		Female	27	13,744	3,457	42,631	8,764	...	...	211
For girls	(*c*) Upper	Male	191	813	265	1,756	142	...	...	...
		Female	263	10,386	13,128	38,189	3,009	...	1	2
	(*d*) Lower	Male	...	303	116	693	348	...	...	...
		Female	...	1,873	3,395	10,010	3,477	...	...	1
	Total		7,144	94,419	138,937	788,420	102,915	28	85	7,438
School education, special.										
Schools for special instruction—										
Training schools for masters		Male	1	624	934	1,09	160	4	...	6
		Female	...	6	...	3	...	...	...	...
Training schools for mistresses		Male	...	...	...	...	...	...	...	...
		Female	42	336		41	20	...	...	2
School of Arts		Male	6	36	11	281	6	4	...	..
		Female	14	9	...	...	...	...	...	...
Law schools		Male	...	...	...	...	...	...	..	..
		Female	...	...	...	...	...	...	...	...
Medical schools		Male	...	...	...	...	...	...	...	...
		Female	...	...	...	...	...	...	...	...
Engineering and Surveying schools		Male	...	...	...	...	...	...	...	...
		Female	...	...	...	...	...	...	...	...
(*e*) Technical and Industrial schools.		Male	5	686	47	306	234	...	...	...
		Female	99	569	20	65	...	...	...	...
Commercial schools		Male	4	16	164	64	39	...	..	..
		Female	...	...	...	...	...	...	...	...
Agricultural schools		Male	...	11	...	...	...	...	...	...
		Female	...	...	...	...	...	...	...	...
Reformatory schools		Male	...	9	2	200	34	...	...	...
		Female	...	...	...	...	...	...	..	...
(*f*) Other schools		Male	26	130	817	321	27	...	...	...
		Female	71	1	...	2	...	...	...	..
	Total		268	2,433	1,998	2,464	520	8	...	8
Total of Colleges and Schools of Public Instruction.			7,469	97,354	144,947	792,005	103,538	37	86	7,450

(*a*) European High schools and Non-European Secondary schools with forms higher than the third.
(*b*) European Middle schools and Non-European Secondary schools with no forms higher than the third and Preparatory Secondary schools with classes up to the fourth.
(*c*) European Primary schools, Elementary schools with standards above the fourth and Elementary schools with standards up to and including the fourth.
(*d*) Elementary schools with standards below the fourth.
(*e*) These relate to Lower class Technical or Art schools and also all Industrial schools.
(*f*) These relate to Higher class Technical or Art schools.

(3a)—*Number of scholars on the 31st March 1912, classified according to sex, race or creed*—cont.

Classes of institutions.		Europeans and Eurasians.	Native Christians.	Hindus.		Mahammadans.	Buddhists.	Parsis.	Others.
				Brahmans.	Non-Brahmans.				
1		2	3	4	5	6	7	8	9
Private institutions.									
1. Advanced, teaching—									
(a) Arabic or Persian for boys	Male	...	...	...	...	1,273	...	...	...
	Female	...	...	...	...	35	...	...	...
(b) Arabic or Persian for girls	Male	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...
(c) Sanskrit for boys	Male	...	10	3,848	958	25	...	...	...
	Female	...	...	25	45	...	...	...	...
(d) Sanskrit for girls	Male	...	...	9	...	...	...	...	...
	Female	...	...	263	18	13	...	...	...
(e) Any other Oriental classic.	Male	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...
2. Elementary, teaching—									
A. Vernacular only or mainly—									
For boys	Male	...	983	2,142	56,940	2,529	...	...	4
	Female	...	237	298	3,168	183	...	...	1
For girls	Male	...	...	...	10	4	...	...	...
	Female	...	3	82	396	100	...	...	...
3. Elementary, teaching the Quran only—									
For boys	Male	...	...	...	...	21,717	...	...	...
	Female	...	...	...	...	8,645	...	...	...
For girls	Male	...	...	...	...	472	...	...	...
	Female	...	...	...	...	2,948	...	...	...
4. Other schools not conforming to departmental standards—									
For boys	Male	...	155	1,498	12,763	656	...	...	1
	Female	...	31	64	545	8	...	...	...
For girls	Male	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...
Total of private institutions		...	1,419	8,239	74,843	42,658	...	...	20
Grand total		7,469	98,773	153,186	866,848	146,196	37	86	7,470

(3b)—Return of European colleges and schools, and scholars in the Madras Presidency for the official year 1911–12.

(3b)—*Return of European colleges and schools, and scholars*

Classes of institutions.	Public															
	Under public management.												Under private			
	Managed by Government.				Managed by District or Municipal Boards.				Managed by Native States.				Aided by Government or by District or Municipal Boards.			
	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Collegiate education. — *Arts Colleges*— English — For boys	...	...	...	...	...	...	...	...	...	...	...	...	1	2	2	2
Collegiate education. — *Arts Colleges*— English — For girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...	...	...	...	...	1	2	2	2
School education, general. — *Secondary schools*— For boys — High schools, English	1	271	283	269	...	...	...	...	...	...	..	...	10	1,240	1,203	1,084
For boys — Middle schools — English	..	...	...	...	...	...	...	...	...	...	...	...	21	1,707	1,567	1,409
For girls — High schools, English	1	147	135	124	...	...	...	...	...	...	...	...	12	1,336	1,323	1,182
For girls — Middle schools — English	...	...	...	...	...	...	...	...	...	...	...	...	16	1,210	1,194	970
Total	2	418	418	393	...	...	...	...	...	...	...	...	59	5,493	5,287	4,645
School education, general. — *Primary schools*— For boys	...	...	...	...	...	...	..	...	...	...	...	...	10	605	545	473
School education, general. — *Primary schools*— For girls	...	...	...	...	...	...	...	...	...	...	...	...	10	445	464	381
Total	...	...	...	...	...	...	...	...	...	...	...	...	20	1,050	1,009	854
School education, special. — *Schools for special instruction*— Industrial schools (*a*)	...	...	...	...	...	...	...	...	...	...	...	...	1	97	113	100
School education, special. — Other schools (*b*)	...	...	...	...	...	...	...	...	...	...	...	...	1	86	46	17
Total	...	...	...	...	...	...	...	...	...	...	...	...	2	183	159	117
Total of public institutions	2	418	418	393	...	...	...	...	...	...	...	...	82	6,728	6,457	5,618
Private Institutions	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total of private institutions	...	...	...	...	...	...	...	...	...	...	...	...	...	...	..	...
Grand total	2	418	418	39	...	...	...	...	...	...	...	...	82	6,728	6,457	5,618

(*a*) These relate to Industrial schools.

(*b*) These relate to Higher class Technical or Art schools.

in the Madras Presidency for the official year 1911–12.

institutions.															
management.															
Unaided.															
Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Grand total of institutions.	Grand total of scholars on the 31st March.	Number of scholars on the 31st March learning			Classification of scholars on the 31st March according to race or creed.					Number of girls in boys' schools.	Number of boys in girls' schools.
						English.	A classical language.	A vernacular language.	Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Others.		
18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
...	...	...	...	1	2	2	2	...	2	...	...	...	...	1	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	1	2	2	2	...	2	...	...	...	...	1	...
...	...	...	...	11	1,511	1,511	782	593	1,420	64	13	2	12	160	...
...	...	...	...	21	1,707	1,707	133	744	1,626	27	21	3	30	580	...
...	...	...	...	13	1,483	1,483	670	53	1,364	45	38	7	29	...	227
1	43	40	35	17	1,253	1,253	46	602	1,190	44	4	...	15	...	298
1	43	40	35	62	5,954	5,954	1,631	1,992	5,600	180	76	12	86	740	525
...	...	...	...	10	605	605	...	127	581	21	...	...	3	289	...
...	...	...	...	10	445	445	...	...	437	6	...	1	1	...	184
...	...	...	...	20	1,050	1,050	...	127	1,018	27	...	1	4	289	184
...	...	...	...	1	97	90	...	7	87	10	...	...	...	...	...
...	...	...	...	1	86	86	...	...	82	2	2	...	...	...	12
...	...	...	...	(c) 2	183	176	...	7	169	12	2	...	...	...	12
1	43	40	35	85	7,189	7,182	1,633	2,126	6,789	219	78	13	90	1,030	721
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
1	43	40	35	85	7,189	7,182	1,633	2,126	6,789	219	78	13	90	1,030	721

(c) All these are girls' schools with 171 girls and 12 boys.

(4)—*Return of expenditure on public instruction*

Objects of expenditure.	Public										
	Under public										
	Managed by Government.							Managed by District or			
	Provincial revenues.	District funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	District funds.	Municipal funds.	Fees.
1	2	3	4	5	6	7	8	9	10	11	12
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Collegiate education.											
Arts Colleges—											
English { for boys	2,24,001	...	...	92,797	...	(a) 2,449	3,19,247	...	...	5,517	23,264
English { for girls	...	...	...	...	...	...	...	...	...	...	...
Oriental	...	...	...	...	...	...	...	...	...	...	...
Colleges or departments of Colleges for professional training—											
Law	...	...	...	(b)36,969	...	14	36,983	...	...	...	...
Medicine	...	...	...	...	...	...	...	...	...	...	...
Engineering	93,121	...	...	22,648	...	(c) 1,444	1,17,213	...	...	...	...
Teaching	33,814	...	...	319	...	634	34,767	...	...	...	...
Agriculture	...	...	...	...	...	...	...	...	...	...	...
Total	3,50,936	...	...	1,52,733	...	4,541	5,08,210	...	...	5,517	23,264
School education, general.											
Secondary Schools—											
For boys { High schools, English*	(d)62,403	...	...	24,460	...	1,228	(e) 88,091	18,138	15,195	...	(f) 2,16,076
For boys { Middle schools { English †	2,324	...	...	877	...	...	3,201	3,423	24,039	5,379	1,03,270
For boys { Middle schools { Vernacular	...	...	...	...	...	...	...	...	...	...	...
For girls { High schools { English *	(g)19,795	...	...	1,527	...	1	(h) 21,323	...	...	...	...
For girls { High schools { Vernacular	...	...	...	...	...	...	...	...	...	...	...
For girls { Middle schools { English †	...	...	...	...	...	...	...	...	...	...	...
For girls { Middle schools { Vernacular	...	...	...	...	...	...	...	...	...	...	...
Total	84,522	...	...	26,864	..	1,229	1,12,615	(i) 21,561	39,234	5,379	3,19,346
Primary schools—											
For boys { Upper Primary ‡	79,962	...	...	5,496	...	...	85,458	...	5,98,296	92,738	1,30,198
For boys { Lower Primary §	10,407	...	...	32	...	...	10,439	...	3,96,068	59,360	2,238
Total Primary boys	90,369	...	...	5,528	...	...	95,897	...	9,94,364	1,52,098	1,32,436
For girls { Upper Primary ‡	1,52,992	...	...	5,270	...	23	1,58,285	...	7,823	10,041	185
For girls { Lower Primary §	11,913	...	...	...	...	(j) 147	12,060	...	8,735	2,636	4
Total Primary girls	1,64,905	..	...	5,270	...	170	1,70,345	...	16,558	12,677	189
Total Primary Schools for boys and girls	2,55,274	...	...	10,798	...	170	2,63,242	...	10,10,922	1,64,775	1,32,625
School education, special.											
Schools for special instruction—					(m)						
Training schools for masters	2,11,079	(k)1,860	(l)1,058	700	615	526	2,15,838	...	27,415	55	...
Do. for mistresses	36,932	...	...	110	...	428	37,470	...	...	...	...
School of Arts	50,251	...	...	108	...	4,835	55,194	...	...	...	...
Law schools	...	...	...	...	...	..	...	...	...	...	...
Medical schools	...	...	...	...	...	...	...	...	...	...	...
Engineering and Surveying schools	...	...	...	...	...	...	...	...	...	...	...
Technical and Industrial schools	8,681	...	...	80	...	8,642	17,403	...	...	...	...
Commercial schools	1,779	...	...	6,435	...	...	8,214	..	...	...	...
Agricultural schools	...	...	...	...	...	...	...	...	...	...	...
Reformatory schools	16,566	...	...	...	...	5,750	22,316	...	...	...	...
Other schools	(n) 5,935	...	300	343	...	...	(o) 6,578	...	...	702	...
Total	3,31,223	1,860	1,358	7,776	615	20,181	3,63,013	...	27,415	757	...
Buildings	(p) 3,55,330	...	...	...	...	...	3,55,330	...	1,39,136	45,789	...
Furniture and apparatus (special grants only)	...	...	...	...	...	...	...	23,844	...	...	...
Total	3,55,330	...	...	...	...	...	3,55,330	23,844	1,39,136	45,789	...
University	...	...	...	...	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in											
Arts colleges	...	...	...	...	...	...	...	...	...	...	...
Medical college	...	...	...	...	...	...	...	...	...	...	...
Other Professional colleges	...	...	...	...	...	...	...	...	...	...	...
Secondary schools	...	...	...	...	...	...	...	...	...	...	...
Primary schools	...	...	...	...	...	...	...	...	...	...	...
Medical schools	...	...	...	...	...	...	...	...	...	...	...
Technical schools	...	...	...	...	...	...	...	...	...	...	...
Other special schools	...	...	...	...	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...	...	...	...
Total expenditure on public instruction	13,77,285	1,860	1,358	1,98,171	615	26,121	16,05,410	45,405	12,16,707	2,22,217	4,75,235

* European High schools and Non-European Secondary schools having forms above the third.

† European Middle schools, Non-European Secondary schools with no forms higher than the third and also Preparatory Secondary schools with classes up to the fourth.

‡ European Primary schools, Elementary schools (Non-European) with standards above the fourth and those with standards up to and including the fourth.

§ Elementary schools with standards below the fourth.

(*a*) Non-departmental, Rs. 775.
(*b*) Law College Surplus fees, Rs. 34,548
(*c*) Non-departmental, Rs. 193.
(*d*) Lawrence Asylum, Male Branch, Provincial Grant, Rs. 19,182.
(*e*) Lawrence Asylum, Male Branch, Total cost, Rs. 19,182.
(*f*) Surplus fees to municipalities, Rs. 821.
(*g*) Lawrence Asylum, Female Branch, Provincial Grant, Rs. 9,464.
(*h*) Lawrence Asylum, Female Branch, Total cost, Rs. 9,464.
(*i*) Net cost of Municipal schools.
(*j*) Non-departmental, Rs. 7.

in the Madras Presidency for the official year 1911–12.

institutions.

management.										Under private management.						
Municipal Boards.			Managed by Native States.							Aided by Government or by District or by Municipal Boards.						
Subscriptions.	Endowments and other sources.	Total.	Native State revenues.	District funds in Native States.	Municipal funds raised in Native States.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	District funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	427	29,208	...	...	...	...	...	...	...	83,981	...	...	2,90,083	4,869	2,28,208	6,07,141
...	...	...	...	...	...	...	...	...	...	600	...	...	88	...	2,975	3,663
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	..	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	427	29,208	...	...	...	...	...	...	...	84,581	...	...	2,90,171	4,869	2,31,183	6,10,804
165	1,863	2,51,437	...	...	...	...	...	...	...	1,50,541	1,000	...	11,58,217	38,248	3,18,323	16,66,32
1,095	970	1,38,176	...	...	...	345	1,317	...	1,662	64,622	...	...	2,22,093	20,916	1,33,335	4,40,966
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	64,679	...	...	48,680	5,713	1,10,082	2,29,154
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	31,848	...	...	17,749	3,895	38,877	92,369
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
1,260	2,833	3,89,613	...	...	...	345	1,317	...	1,662	3,11,690	1,000	...	14,46,739	68,772	6,00,617	24,28,818
2,930	3,193	8,27,355	...	...	...	...	...	...	...	2,94,026	...	33,622	1,52,418	22,258	2,71,314	7,63,638
75	113	4,57,854	...	...	...	150	237	...	387	7,33,331	...	32,876	2,84,731	44,150	2,95,954	13,91,042
3,005	3,306	12,85,209	...	...	...	150	237	...	387	10,17,357	...	66,498	4,37,149	66,408	5,67,268	21,54,680
...	...	18,049	...	...	...	14	70	352	436	1,03,276	...	21,465	25,662	15,322	2,25,779	3,91,504
...	...	11,375	...	...	...	..	...	...	...	21,050	...	3,274	1,484	1,340	25,039	52,187
...	...	29,424	...	...	..	14	70	352	436	1,24,326	...	24,739	27,146	16,662	2,50,818	4,43,692
3,005	3,306	13,14,633	...	.	...	164	307	352	823	11,41,683	...	91,237	4,64,295	83,070	8,18,086	25,98,371
...	1	27,471	...	...	...	...	..	...	...	43,901	...	...	158	...	23,277	67,336
...	...	...	...	...	...	...	...	...	...	32,323	...	...	55	391	17,514	50,283
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
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...	...	...	...	...	...	...	...	...	...	24,846	...	...	3,684	6,302	1,41,977	1,76,809
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	160	...	...	141	...	1,373	1,674
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	702	...	...	...	...	...	...	...	1,400	...	...	3,951	168	3,670	9,189
...	1	28,173	...	...	...	...	...	...	...	1,02,630	...	...	7,989	6,861	1,87,811	3,05,291
...	...	1,84,925	...	...	...	...	...	...	...	90,662	..	...	...	41,415	3,77,758	5,09,835
...	...	23,844	...	...	...	...	...	...	...	2,41,770	...	...	...	...	...	2,41,770
...	...	2,08,769	...	...	...	...	...	...	...	3,32,432	...	...	...	41,415	3,77,758	7,51,605
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4,265	6,567	19,70,396	...	...	...	509	1,624	352	2,485	19,73,016	1,000	91,237	22,09,194	2,04,987	22,15,455	66,94,889

(*k*) Non-departmental.
(*l*) Non-departmental.
(*m*) Non-departmental.

(*n*) Lawrence Asylum, Technical classes, Provincial Grant, Rs. 4,666.
(*o*) Lawrence Asylum. Technical classes, Total cost, Rs. 4,666.
(*p*) Cost of buildings borne by the Public Works Department.

(4)—*Return of expenditure on public instruction in the Madras Presidency for the official year* 1911-12—continued.

Objects of expenditure—*cont.*	Public institutions—*cont.*				Total expenditure from						Grand Total.
	Under private management—*cont.*										
	Unaided.										
	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	District funds.	Municipal funds.	Fees.	All other sources.		
									Private.	Public.	
	30	31	32	33	34	35	36	37	38	39	40
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Collegiate education. *Arts Colleges*— English for boys	9,577	...	39,588	49,165	3,07,982	...	5,517	4,15,721	2,75,541	...	10,04,761
Collegiate education. *Arts Colleges*— English for girls	186	100	1,938	2,224	600	...	...	274	5,013	...	5,887
Collegiate education. *Arts Colleges*— Oriental	...	...	...	...	...	...	...	...	...	...	...
Collegiate education. *Colleges or departments of Colleges for professional training*— Law	...	...	...	...	...	...	...	36,969	14	...	36,983
Collegiate education. *Colleges or departments of Colleges for professional training*— Medicine	...	...	...	...	...	...	...	...	...	...	...
Collegiate education. *Colleges or departments of Colleges for professional training*— Engineering	...	...	...	...	93,121	...	...	22,648	1,444	...	1,17,213
Collegiate education. *Colleges or departments of Colleges for professional training*— Teaching	...	...	...	...	33,814	...	...	319	634	...	34,767
Collegiate education. *Colleges or departments of Colleges for professional training*— Agriculture	...	...	...	...	...	...	...	...	...	...	...
Total	9,763	100	41,526	51,389	4,35,517	...	5,517	4,75,931	2,82,646	...	11,99,611
School education, general. *Secondary Schools*— For boys High schools, English*	46,635	3,563	49,203	99,401	2,31,082	16,195	...	14,45,388	4,12,593	...	21,05,258
School education, general. *Secondary Schools*— For boys Middle schools, English†	9,962	4,256	7,943	22,161	70,369	24,039	5,379	3,36,547	1,69,832	...	6,06,166
School education, general. *Secondary Schools*— For boys Middle schools, Vernacular	...	...	...	...	...	...	...	...	...	...	...
School education, general. *Secondary Schools*— For girls High schools, English*	...	...	...	...	84,474	...	...	50,207	1,15,796	...	2,50,477
School education, general. *Secondary Schools*— For girls High schools, Vernacular	...	...	...	...	...	...	...	...	...	...	...
School education, general. *Secondary Schools*— For girls Middle schools, English†	393	1,681	87	2,161	31,848	...	...	18,142	44,540	...	94,530
School education, general. *Secondary Schools*— For girls Middle schools, Vernacular	...	...	...	...	...	...	...	...	...	...	...
Total	56,990	9,500	57,233	1,23,723	4,17,773	40,234	5,379	18,50,284	7,42,761	...	30,56,431
School education, general. *Primary Schools*— For boys Upper Primary‡	8,774	1,542	14,715	25,031	3,63,988	5,98,296	1,26,360	2,96,886	3,15,952	...	17,01,482
School education, general. *Primary Schools*— For boys Lower Primary§	1,18,634	15,817	78,629	2,13,080	7,43,738	3,96,068	92,236	4,05,785	4,34,975	...	20,72,802
Total Primary boys	1,27,408	17,359	93,344	2,38,111	11,07,726	9,94,364	2,18,596	7,02,671	7,50,927	...	37,74,284
School education, general. For girls Upper Primary‡	741	2,320	18,883	21,944	2,56,268	7,823	31,506	31,872	2,62,749	...	5,90,218
School education, general. For girls Lower Primary§	448	135	7,174	7,757	32,963	8,735	5,910	1,936	33,835	...	83,379
Total Primary girls	1,189	2,455	26,057	29,701	2,89,231	16,558	37,416	33,808	2,96,584	...	6,73,597
Total Primary Schools for boys and girls	1,28,597	19,814	1,19,401	2,67,812	13,96,957	10,10,922	2,56,012	7,36,479	10,47,511	...	44,47,881
School education, special. *Schools for special instruction*— Training schools for masters	...	...	2,235	2,235	2,54,980	29,275	1,113	858	26,654	...	3,12,880
School education, special. Do. for mistresses	...	...	234	234	69,255	...	...	165	18,567	...	87,987
School education, special. School of Arts	...	...	...	...	50,251	...	...	108	4,835	...	55,194
School education, special. Law schools	...	...	...	...	...	...	...	...	...	...	...
School education, special. Medical schools	...	...	...	...	...	...	...	...	...	...	...
School education, special. Engineering and Surveying schools	...	...	...	...	...	...	...	...	...	...	...
School education, special. Technical and Industrial schools	25	273	28,991	29,289	33,527	...	...	3,789	1,86,185	...	2,23,501
School education, special. Commercial schools	...	...	...	...	1,779	...	...	6,435	...	...	8,214
School education, special. Agricultural schools	...	...	...	...	160	...	...	141	1,373	...	1,674
School education, special. Reformatory schools	...	...	...	...	16,566	...	...	...	5,750	...	22,316
School education, special. Other schools	17,537		3,771	21,311	7,335	...	1,002	21,831	7,612	...	37,780
Total	17,562	276	35,231	53,069	4,33,853	29,275	2,115	33,327	2,50,976	...	7,49,546
Buildings	...	37,047	19,941	56,988	4,45,992	1,39,136	45,789	...	4,76,161	...	11,07,078
Furniture and apparatus (special grants only)	...	...	...	...	2,65,614	...	...	...	...	...	2,65,614
Total	...	37,047	19,941	56,988	7,11,606	1,39,136	45,789	...	4,76,161	...	13,72,692
University	...	...	...	...	22,626	...	...	(q) 1,41,456	33,489	...	1,97,571
Direction	...	...	...	...	76,785	...	...	...	...	...	76,785
Inspection	...	...	...	...	7,40,447	...	...	...	...	...	7,40,447
Scholarships held in Arts colleges	...	...	...	...	12,624	...	...	...	14,288	...	26,912
Scholarships held in Medical college	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in Other Professional colleges	...	...	...	...	5,562	...	...	...	5,572	...	11,134
Scholarships held in Secondary schools	...	...	...	...	43,156	219	...	...	14,629	...	58,004
Scholarships held in Primary schools	...	...	...	...	14,841	212	...	...	1,528	...	16,581
Scholarships held in Medical schools	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in Technical schools	...	...	...	...	6,393	381	114	...	7,189	...	14,077
Scholarships held in Other special schools	...	...	...	...	5,220	...	...	...	...	...	5,220
Miscellaneous	...	...	...	...	98,320	7,281	...	5,53,095	(r) 9,33,514	...	(s) 15,92,210
Total	...	...	...	...	10,25,974	8,093	114	6,94,551	10,10,209	...	27,38,941
Total expenditure on public instruction	2,12,912	66,737	2,73,332	5,52,981	(t) 44,21,680	12,27,660 (u)	3,14,926 (v)	37,90,572	38,10,264	...	1,35,65,102

* European High schools and Non-European Secondary schools having forms above the third.

† European Middle schools, Non-European Secondary schools with no forms higher than the third and also Preparatory Secondary schools with classes up to the fourth.

‡ European Primary schools, Elementary schools (Non-Europeans) with standards above the fourth and those with standards up to and including the fourth.

§ Elementary schools with standards below the fourth.

(q) Surplus fees (University), Rs. 28,054.
(r) Surplus sale proceeds of Weaving and Tanning Department, Rs. 34,772.
(s) Includes expenditure on Private schools and hostels.
(t) Includes grants to Orphanages not paid through the department, Rs. 1,989.
(u) Includes Provincial Contribution, Rs. 2,88,590.
(v) Do. do. „ 5,463.

(4a)—*Return of expenditure on European colleges and schools in the Madras Presidency for the official year* 1911-12.

Objects of expenditure.	Public institutions.																				
	Under public management.																				
	Managed by Government.							Managed by District or Municipal Boards.							Maintained by Native States.						
	Provincial revenues.	District funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	District funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Native State revenues.	District funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Collegiate education. *Arts Colleges*— English { For boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
English { For girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School education, general. *Secondary Schools*— For boys { High schools, English	26,318	...	...	749	...	...	27,067	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For boys { Middle schools, English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls { High schools, English	9,464	...	...	...	...	...	9,464	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls { Middle schools, English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	35,782	...	...	749	...	...	36,531	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Primary Schools— For boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School education, special. *Schools for special instruction*— Industrial schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other schools	4,666	...	...	...	...	...	4,666	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	4,666	...	...	...	...	...	4,666	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Buildings	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Furniture and apparatus (special grants only)	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships { Arts colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships { Secondary schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships { Primary schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total expenditure on European schools	40,448	...	...	749	...	...	41,197	...	...	...	...	...	...	...	...	...	...	...	...	...	...

(4a)—*Return of expenditure on European colleges and schools in the Madras Presidency for the official year* 1911-12—continued.

Objects of expenditure—*cont.*	Public institutions—*continued.*											Total expenditure from						Grand Total.
	Under private management.																	
	Aided by Government or by District or by Municipal Boards.							Unaided.								All other sources.		
	Provincial revenues.	District funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	District funds.	Municipal funds.	Fees.	Private.	Public.	
	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Collegiate education. *Arts Colleges*— English For boys	3,720	...	...	241	5	2,723	6,689	...	...	...	...	3,720	...	...	241	2,728	...	6,689
English For girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	3,720	...	...	241	5	2,723	6,689	...	...	...	...	3,720	...	...	241	2,728	...	6,689
School education, general. *Secondary Schools*— For boys High schools, English	42,760	...	...	29,562	4,296	52,329	1,28,947	...	...	...	...	69,078	...	...	30,311	56,625	...	1,56,014
For boys Middle schools, English	32,290	...	...	12,909	5,549	63,596	1,14,344	...	...	...	...	32,290	...	...	12,909	69,145	...	1,14,344
For girls High schools, English	37,280	...	...	31,495	356	55,716	1,24,847	...	...	...	...	46,744	...	...	31,495	56,072	...	1,34,311
For girls Middle schools, English	21,724	...	...	8,364	1,636	25,535	57,259	393	1,681	...	2,074	21,724	...	...	8,757	28,852	...	59,333
Total	1,34,054	...	...	82,330	11,837	1,97,176	4,25,397	393	1,681	...	2,074	1,69,836	...	...	83,472	2,10,694	...	4,64,002
Primary Schools— For boys	7,596	..	...	2,875	1,286	7,255	19,012	...	...	..	...	7,596	...	...	2,875	8,541	...	19,012
For girls	5,970	...	...	2,017	1,516	5,991	15,494	...	...	...	...	5,970	...	...	2,017	7,507	...	15,494
Total	13,566	...	...	4,892	2,802	13,246	34,506	...	...	...	...	13,566	...	...	4,892	16,048	...	34,506
School education, special. *Schools for special instruction*— Industrial sch s	200	...	...	36	...	1,540	1,776	...	...	...	...	200	...	...	36	1,540	...	1,776
Other schools	1,200	...	...	2,897	168	2,700	6,965	...	...	...	...	5,866	...	...	2,897	2,868	...	11,631
Total	1,400	...	...	2,933	168	4,240	8,741	...	...	...	...	6,066	...	...	2,933	4,408	...	13,407
Buildings	28,772	...	...	...	2,948	32,565	64,285	...	...	...	...	28,772	...	...	...	35,513	...	64,285
Furniture and apparatus (special grants only).	29,768	...	...	...	...	...	29,768	...	...	...	...	29,768	...	...	...	...	...	29,768
Total	58,540	...	...	...	2,948	32,565	94,053	...	...	...	...	58,540	...	...	...	35,513	...	94,053
Scholarships Arts colleges	...	...	...	...	...	...	...	...	...	...	...	2,401	...	...	...	...	...	2,401
Scholarships Secondary schools	...	...	...	...	...	...	...	...	...	...	...	2,622	...	...	...	1,574	...	4,196
Scholarships Primary schools	...	...	...	...	...	...	...	...	...	...	...	1,841	...	...	...	1,025	...	2,866
Miscellaneous	...	...	...	...	...	...	...	...	...	...	...	81,795	...	...	79,003	2,33,612	...	3,94,410
Total	...	...	...	...	...	...	...	...	...	...	...	88,659	...	...	79,003	2,36,211	...	4,03,873
Total expenditure on European schools	2,11,280	...	...	90,396	17,760	2,49,950	5,69,386	393	1,681	...	2,074	3,40,387	...	...	1,70,541	5,05,602	...	9,16,530

(5)—*Return of the stages of instruction of pupils in public schools for general education in the Madras Presidency for the official year* 1911–12.

Classes of schools.			Number of schools.	Number of pupils on rolls on the 31st March.	High stage. Comprising all pupils who have passed beyond the Lower Secondary (middle) stage, but have not passed the Matriculation Examination.			Middle stage. (c) Comprising all pupils who have passed beyond the Upper Primary stage, but have not passed beyond the Lower Secondary (middle) stage.			Upper Primary stage. Comprising all pupils who have passed beyond the Lower Primary stage, but have not passed beyond the Upper Primary stage.			Lower Primary stage. Comprising all pupils who have not passed beyond the Lower Primary stage. Reading printed books.			Lower Primary stage. Not reading printed books.			Total.		
					1			2			3			4			5							
					Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.		
Secondary Schools—																							
(a) For boys.	Government	English	6	1,347	452	...	452	483	...	483	118	...	118	259	...	259	34	1	35	1,346	1	1,347		
		Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...		
	District Board	English	63	12,056	1,240	1	1,241	4,946	24	4,970	2,253	29	2,282	3,245	145	3,390	171	2	173	11,855	201	12,056		
		Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...		
	Municipal	English	21	6,445	1,519	1	1,520	2,608	5	2,613	1,094	2	1,096	1,115	3	1,118	97	1	98	6,433	12	6,445		
		Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...		
	Native States	English	1	98	...	...	...	14	...	14	12	...	12	46	1	47	25	...	25	97	1	8		
		Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...		
	Aided ...	English	265	79,123	17,770	22	17,792	27,897	239	28,136	10,665	141	10,806	20,824	927	21,751	553	85	638	77,709	1,414	79,123		
		Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...		
	Unaided ...	English	19	3,817	703	...	703	1,519	2	1,521	651	2	653	843	27	870	54	16	70	3,770	47	3,817		
		Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...		
	Total ...		375	102,886	21,684	24	21,708	37,467	270	37,737	14,798	174	14,967	26,332	1,103	27,435	934	105	1,039	101,210	1,676	102,886		
(a) For girls.	Government	English	4	478	...	49	49	...	85	85	...	51	51	4	272	276	...	17	17	4	474	478		
		Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...		
	District Board	English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...		
		Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...		
	Municipal	English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...		
		Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...		
	Native States	English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...		
		Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...		
	Aided	English	59	6,916	...	477	477	40	1,642	1,682	35	804	839	495	3,128	3,623	94	201	295	664	6,252	6,916		
		Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...		
	Unaided ...	English	2	56	...	...	...	4	22	26	2	5	7	4	9	13	2	8	10	12	44	56		
		Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...		
	Total ...		65	7,450	...	526	526	44	1,749	1,793	37	860	897	503	3,409	3,912	96	226	322	680	6,770	7,450		
Total, Secondary schools ...			440	110,336	21,684	550	22,234	37,511	2,019	39,530	14,830	1,034	15,864	26,835	4,512	31,347	1,030	331	1,361	101,890	8,446	110,336		
Primary Schools—																								
(b) For boys.	Government		168	8,649	...	...	...	165	...	165	887	7	894	4,854	182	5,036	2,302	252	2,554	8,208	441	8,649		
	District Board		4,079	223,814	...	...	...	921	6	927	13,144	542	13,686	143,208	20,590	163,798	34,402	11,001	45,403	191,675	32,139	223,814		
	Municipal		312	24,423	...	...	...	145	...	145	1,459	47	1,506	17,017	1,450	18,467	3,795	510	4,305	22,416	2,007	24,423		
	Native States		6	102	...	...	...	...	...	...	...	...	...	67	...	67	35	...	35	102	...	102		
	Aided		15,194	569,053	...	...	...	2,647	116	2,763	18,665	945	19,610	400,143	48,176	448,319	78,419	19,942	98,361	499,874	69,179	569,053		
	Unaided		4,285	114,648	...	...	...	173	2	175	788	29	817	79,877	6,995	86,872	21,591	5,193	26,784	102,429	12,219	114,648		
	Total ...		24,044	940,689	...	...	...	4,051	124	4,175	34,943	1,570	36,513	645,166	77,393	722,559	140,544	36,898	177,442	824,704	115,985	940,68		
(b) For girls.	Government		181	20,450	...	...	...	...	667	667	...	1,059	1,059	275	12,928	13,203	66	5,455	5,521	341	20,109	20,450		
	District Board		94	5,307	...	...	...	...	13	13	...	55	55	1	3,522	3,523	...	1,716	1,716	1	5,306	5,307		
	Municipal		17	1,808	...	...	...	...	28	28	...	65	65	14	1,437	1,451	...	264	264	14	1,794	1,808		
	Native States		1	86	...	...	...	...	...	...	...	4	4	...	54	54	...	28	28	...	86	86		
	Aided		752	54,870	...	...	...	24	1,597	1,621	192	3,201	3,393	3,077	37,961	41,038	594	3,224	3,818	3,887	50,983	54,870		
	Unaided		117	5,840	...	...	...	...	103	103	11	210	221	259	3,762	4,021	114	1,381	1,495	384	5,456	5,84		
	Total ...		1,162	88,361	...	...	...	24	2,408	2,432	203	4,594	4,797	3,626	59,664	63,290	774	17,068	17,842	4,627	83,734	88,361		
Total, Primary schools ...			25,206	1,029,050	...	...	...	4,075	2,532	6,607	35,146	6,164	41,310	648,792	137,057	785,849	141,318	53,966	195,284	829,331	199,719	1,029,050		
Grand total ...			25,646	1,139,386	21,684	550	22,234	41,586	4,551	46,137	49,976	7,198	57,174	675,627	141,569	817,196	142,348	54,297	196,645	931,221	208,165	1,139,386		

(a) These relate to European High and Middle Schools and Non-European Secondary Schools.
(c) The statistics of pupils in standards 5th to 7th of Elementary Schools with standards above the 4th appear under this head.
(b) These relate to European Primary Schools and all Elementary schools.

(5a)—*Return of the stages of instruction of pupils in public European schools for general education in the Madras Presidency for the official year* 1911–12.

Classes of institutions.	Number of schools.	Number of pupils on rolls on the 31st March.	High stage. Comprising all pupils who have passed beyond the Lower Secondary (middle) stage, but have not passed the Matriculation Examination.			Middle stage. Comprising all pupils who have passed beyond the Upper Primary stage, but have not passed beyond the Lower Secondary (middle) stage.			Upper Primary stage. Comprising all pupils who have passed the Lower Primary stage, but have not passed beyond the Upper Primary stage.			Lower Primary stage. Comprising all pupils who have not passed beyond the Lower Primary stage.						Total.		
												Reading printed books.			Not reading printed books.					
			1			2			3			4			5					
			Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Secondary Schools—																				
For boys { Government	1	271	23	...	23	78	...	78	32	...	32	113	...	113	25	...	25	271	...	271
For boys { Aided	31	2,947	142	11	153	612	154	766	295	66	361	1,086	446	1,532	72	63	135	2,207	740	2,947
Total	32	3,218	165	11	176	690	154	844	327	66	393	1,199	446	1,645	97	63	160	2,478	740	3,218
For girls { Government	1	147	...	5	5	...	48	48	...	22	22	...	55	55	...	17	17	...	147	147
For girls { Aided	28	2,546	...	109	109	30	507	537	29	246	275	370	1,093	1,463	84	78	162	513	2,033	2,546
For girls { Unaided	1	43	...	...	...	4	9	13	2	5	7	4	9	13	2	8	10	12	31	43
Total	30	2,736	...	114	114	34	564	598	31	273	304	374	1,157	1,531	86	103	189	525	2,211	2,736
Total, Secondary schools	62	5,954	165	125	290	724	718	1,442	358	339	697	1,573	1,603	3,176	183	166	349	3,003	2,951	5,954
Primary Schools—																				
For boys—Aided	10	605	...	...	...	...	...	...	39	29	68	202	186	388	75	74	149	316	289	05
Total	10	605	...	...	...	...	...	...	39	29	68	202	186	388	75	4	149	316	289	605
For girls—Aided	10	445	...	...	...	...	...	...	14	24	38	144	204	348	26	33	59	184	261	445
Total	10	445	...	...	...	...	...	...	14	24	38	144	204	348	26	33	59	184	261	44
Total, Primary schools	20	1,050	...	...	...	...	...	...	53	53	106	346	390	736	101	107	208	500	550	1,05
Grand total	82	7,004	165	125	290	724	718	1,442	411	392	803	1,919	1,993	3,912	284	273	557	3,503	3,501	7

(6)—*Return showing the results of prescribed examinations in the Madras Presidency during the official year* 1911-12.

Names of examinations.	Number of institutions sending examinees.				Number of examinees.					Number passed.					Race or creed of passed scholars.							
	Institutions under public management.	Aided institutions.	Other institutions.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.	Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.
																	Brahmans.	Non-Brahmans.				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
ARTS COLLEGES.																						
1. Master of Arts	...	...	...	...	...	...	...	58	58	...	...	...	27	27	...	3	22	2	...	...	...	...
2. Bachelor of Arts (Science Division)	3	7	4	14	209	619	118	355	1,301	166	412	93	139	810	1	89	562	148	9	...	...	1
3. Bachelor of Science	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
4. First B.A. (English Language Division)	3	7	4	14	205	596	127	495	1,423	141	305	73	107	626	3	70	414	131	8	...	...	...
Do. B.A. (Second Language Division)	3	7	4	14	196	495	118	196	1,005	182	438	106	155	881	4	86	619	158	13	...	...	1
Do. B.Sc.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Do. Arts (Intermediate Examination)	7	22	13	42	292	868	354	61	1,575	134	363	176	13	686	11	61	481	126	7	...	...	...
Previous Examination	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
ORIENTAL COLLEGES.																						
1. Master of Oriental Learning	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2. Bachelor of Oriental Learning	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
3. Honours in Sanskrit	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Do. in Arabic	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Do. in Persian	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
4. High Proficiency in Sanskrit	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Do. in Arabic	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Do. in Persian	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
5. Proficiency in Sanskrit	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Do. in Arabic	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Do. in Persian	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Do. in Urdu	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
COLLEGES FOR PROFESSIONAL TRAINING.																						
Law.																						
1. Doctor of Law	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2. Master of Law	...	...	...	...	...	...	...	12	12	...	...	...	1	1	...	...	1	...	...	...	...	...
3. Bachelor of Law	1	...	1	2	88	...	18	210	316	40	...	1	40	81	...	2	63	16	...	...	...	...
4. First Examination in Law	1	...	1	2	203	...	44	239	486	108	...	10	71	189	...	7	130	51	1	...	...	...
Medicine.																						
1. Doctor of Medicine	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2. Bachelor of Medicine (final M.B. and C.M.)	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
3. Honours in Medicine and Surgery	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
4 L.M. & S. (Final)	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
5 Third M.B. and C.M. Examination	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
6. Second M.B. and C.M. Examination	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
7. First M.B. and C.M. Examination	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
8. Second L.M. & S.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
9. First L.M. & S.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
0. L.S.Sc.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

(6)—*Return showing the results of prescribed examinations in the Madras Presidency during the official year* 1911-12—continued.

Names of examinations.	Number of institutions sending examinees.				Number of examinees.					Number passed.					Race or creed of passed scholars.							
	Institutions under public management.	Aided institutions.	Other institutions.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.	Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.
																	Brahmans.	Non-Brahmans.				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
COLLEGES FOR PROFESSIONAL TRAINING—*cont.*																						
Engineering.																						
1. M.C.E.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2. B.C.E. or B.E. { Civil	1	...	...	1	9	...	...	...	9	5	...	...	...	5	...	1	4	...	...	...	...	...
2. B.C.E. or B.E. { Mechanical	1	...	...	1	6	...	...	...	6	3	...	...	...	3	...	...	3	...	...	...	...	...
3. L.C.E. (First Examination in Engineering)	1	...	...	1	33	...	...	...	33	12	...	...	...	12	...	1	11	...	...	...	...	...
4. First L.C.E.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Teaching.																						
1. Licentiate in Teaching	1	...	...	1	81	...	...	...	81	56	...	...	...	56	1	9	44	2	...	...	...	...
SCHOOLS FOR GENERAL EDUCATION.																						
1. Secondary School Leaving Certificate. { Boys	26	125	8	159	543	3,459	186	...	(a) 4,188	543	3,446	186	...	(b) 4,175	27	350	2,594	1,068	132	...	2	2
1. Secondary School Leaving Certificate. { Girls	2	16	1	19	5	87	2	...	(a) 94	5	87	2	...	(b) 94	13	76	1	3	...	...	1	...
2. Matriculation Examination { Boys	8	50	24	82	20	91	459	8	578	6	24	106	1	137	...	5	111	21	...	...	...	...
2. Matriculation Examination { Girls	...	...	1	1	...	...	2	...	2	...	...	...	...	...	...	...	...	...	...	...	...	...
3. Lower Secondary Examination. { Boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
3. Lower Secondary Examination. { Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
4. Upper Primary Examination. { Boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
4. Upper Primary Examination. { Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
5. Lower Primary Examination. { Boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
5. Lower Primary Examination. { Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
6. Public Service Certificate Examination. { Boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
6. Public Service Certificate Examination. { Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOLS FOR SPECIAL EDUCATION.																						
1. Training Schools for Masters. { Upper	6	2	...	8	129	19	...	...	148	87	10	...	...	97	...	8	87		2	...	...	...
1. Training Schools for Masters. { Lower	30	13	2	45	1,325	396	53	...	1,774	706	222	30	...	958	...	250	644		64	...	...	...
2. Training Schools for Mistresses. { Upper	1	3	...	4	11	10	...	...	21	9	9	...	...	18	6	12	...		...	...	...	...
2. Training Schools for Mistresses. { Lower	4	14	1	19	105	214	14	...	333	64	150	11	...	225	24	169	27		5	...	...	...
3. School of Arts Examination	...	...	...	...	...	...	...	...	2,061	...	...	...	...	1,029	23	171	403	380	49	3	...	...
4. Medical Examination	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
5. Examination in Engineering and Surveying	1	...	...	1	66	...	...	9	75	65	...	...	6	71	Information not available.							
6. Industrial School Examination	...	...	...	...	...	...	...	...	388	...	...	...	...	270	18	111	16	100	25	...	...	...
7. Veterinary Examination	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

(a) Excludes 2,111 candidates for supplementary certificates.

(b) Excludes 2,099 candidates for supplementary certificates and includes all those whose certificates were completed in the year.

(7)—Return showing the distribution of District Board and Municipal expenditure on Public Instruction in the Madras Presidency for the official year 1911–12.

(7)—*Return showing the distribution of District Board and Municipal expenditure on Public Instruction in the Madras Presidency for the official year* 1911-12.

Objects of expenditure.	Expenditure of District Boards on public instruction.														
	In institutions managed by District Boards.											In institutions managed by			Total District Fund expenditure on public instruction.
	Number of institutions.	Number of scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial revenues.	District funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Government.	Municipal Boards.	Private persons or associations.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Collegiate education. — *Arts Colleges*—															
English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Oriental	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Colleges or departments of Colleges for professional training—															
Law	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Teaching	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Agriculture	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School education general. — *Secondary Schools*—															
For boys — High schools, English	13	5,035	4,905	4,365	...	15,195	...	98,238	60	909	1,14,452	...	...	1,000	16,195
For boys — Middle schools — English	50	7,021	6,777	5,945	...	24,039	...	89,810	1,095	708	1,15,652	...	...	...	24,039
For boys — Middle schools — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — High schools, English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Middle schools — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Middle schools — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	63	12,056	11,682	10,310	...	39,234	...	1,88,098	1,155	1,617	2,30,104	...	...	1,000	40,234
Primary Schools—															
For boys — Upper Primary	1,761	126,970	121,835	101,231	...	5,98,296	...	1,19,992	2,895	3,151	7,24,374	...	...	...	5,98,296
For boys — Lower Primary	2,318	96,844	91,931	75,863	...	3,96,068	...	1,649	75	111	3,97,903	...	...	...	3,96,068
Total Primary boys	4,079	223,814	213,766	177,094	...	9,94,364	...	1,21,641	2,970	3,302	11,22,277	...	...	...	9,94,364
For girls — Upper Primary	15	1,536	1,441	1,139	...	7,823	...	30	...	...	7,853	...	...	...	7,823
For girls — Lower Primary	79	3,771	3,353	2,637	...	8,735	...	4	...	...	8,739	...	...	...	8,735
Total Primary girls	94	5,307	4,794	3,776	...	16,558	...	34	...	...	16,592	...	...	...	16,558
Total Primary schools for Boys and Girls	4,173	229,121	218,560	180,870	...	10,10,922	...	1,21,675	2,970	3,302	11,38,869	...	...	...	10,10,922
Special education. — *Schools for special instruction*—															
Training schools for masters	18	277	273	263	...	27,415	55	...	...	1	27,471	1,860	...	...	29,275
Do. for mistresses	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Schools of Art	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Law schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering and surveying schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

| | | |

1(7)—*Return showing the distribution of District Board and Municipal expenditure on Public Instruction in the Madras Presidency for the official year* 1911–12—continued.

Objects of expenditure—*cont.*	Expenditure of Municipal Boards on public instruction.															Total expenditure of District and Municipal Boards on public instruction.
	In institutions managed by Municipal Boards.											In institutions managed by			Total Municipal expenditure on public instruction.	
	Number of institutions.	Number of scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial revenues.	Municipal funds.	District funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Government.	District Boards.	Private persons or associations.		
	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
Collegiate education.																
Arts Colleges—																
English	3	241	241	217	Rs.	Rs. 5,517	Rs.	Rs. 23,264	Rs.	Rs. 427	Rs. 29,208	Rs.	Rs.	Rs.	Rs. 5,517	Rs. 5,517
Oriental	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Colleges or departments of Colleges for professional training—																
Law	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Teaching	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Agriculture	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	3	241	241	217	...	5,517	...	23,264	...	427	29,208	...	...	...	5,517	5,517
School education, general.																
Secondary Schools—																
For boys—High schools, English	14	5,540	5,532	4,932	18,138	...	...	(a) 1,17,788	105	954	1,36,985	...	...	...	...	16,195
For boys—Middle schools, English	7	905	948	774	3,423	5,379	...	13,460	...	262	22,524	...	...	...	5,379	29,418
For boys—Middle schools, Vernacular	...	...	..	...	...	...	...	..	...	...	...	...	...	...	...	...
For girls—High schools, English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls—Middle schools, English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls—Middle schools, Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	21	6,445	6,480	5,706	(b) 21,561	5,379	...	1,31,248	105	1,216	1,59,509	...	...	...	5,379	45,613
Primary Schools—																
For boys—Upper Primary	137	14,681	13,910	11,470	...	92,738	...	10,206	35	2	1,02,981	...	...	33,622	1,26,360	7,24,656
For boys—Lower Primary	175	9,742	9,354	7,530	...	59,360	...	589	...	2	59,951	...	...	32,876	92,236	4,88,304
Total Primary boys	312	24,423	23,264	19,000	...	1,52,098	...	10,795	35	4	1,62,932	...	...	66,498	2,18,596	12,12,960
For girls—Upper Primary	10	1,298	1,226	938	...	10,041	...	155	...	...	10,196	...	...	21,465	31,506	39,329
For girls—Lower Primary	7	510	451	318	...	2,636	...	...	...	...	2,636	...	...	3,274	5,910	14,645
Total Primary girls	17	1,808	1,677	1,256	...	12,677	...	155	...	...	12,832	...	...	24,739	37,416	53,974
Total Primary schools for boys and girls	329	26,231	24,941	20,256	...	1,64,775	...	10,950	35	4	1,75,764	...	...	91,237	2,56,012	12,66,934
education cial.																
Schools for special instruction—																
Training schools for masters	...	...	...	...	...	...	...	...	...	...	...	1,058	55	...	1,113	30,3
Do. for mistresses	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Schools of Art	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Law schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering and surveying schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

School Spe	Technical and industrial schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Commercial schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Agricultural schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Reformatory schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Other schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
								4	95	93	51	...	702	...	...	...	...	702	300	...	...	1,002	1,002
						Total	...	4	95	93	51	...	702	...	...	...	...	702	1,358	55	...	2,115	31,390
Buildings							...	...	...	...	...	...	45,789	...	...	...	...	45,789	...	...	...	45,789	1,84,925
Furniture and apparatus (special grants only)							...	...	...	...	...	9,839	...	...	...	...	...	9,839	...	...	...	...	...
						Total	...	...	...	...	...	9,839	45,789	...	...	...	...	55,628	...	...	...	45,789	1,84,925
Inspection—																							
Scholarships held in	Arts colleges ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Medical colleges ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Other Professional colleges ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Secondary schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Primary schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Medical schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	219
	Technical and industrial schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	212
	Other special schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Miscellaneous							...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	114	495
						Total	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	7,281
						Grand total	...	357	33,012	31,755	26,230	31,400	2,22,162	...	1,65,462	140	1,647	4,20,811	1,358	55	91,237	3,14,926	15,42,5

(a) Surplus fees to Municipal Boards, Rs. 821.

(b) Represents net cost to Municipa Schools.

(8)—*Return showing the attendance and expenditure in Hostels and Boarding-houses in the Madras Presidency for the official year* 1911-12.

Class of hostels or boarding-houses.	Number of		Number of Boarders who are students of					Expenditure from				
	Hostels or Boarding-houses.	Boarders.	Arts colleges.	Colleges for professional training.	Secondary schools.	Elementary schools.	Special schools.	Provincial revenues.	District or Municipal funds.	Subscriptions and endowments.	Fees.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13
For Males.								Rs.	Rs.	Rs.	Rs.	Rs.
1. Managed by Government ...	13	803	290	111	109	174	119	* 5,295	...	† 93,211	63,078	1,61,584
2. Managed by District or Municipal Boards.	3	263	...	...	176	87	...	...	...	6,640	3,060	9,700
3. Aided by Government or by District or by Municipal Boards.	12	835	...	...	418	417	...	33,104	710	42,646	36,644	1,13,104
4. Unaided	174	7,461	586	1	3,023	5,048	803	...	...	2,22,191	1,40,549	3,62,740
Total ...	202	9,362	876	112	3,726	3,726	922	38,399	710	3,64,688	2,43,331	6,47,128
For Females.												
1. Managed by Government ...	1	167	...	...	53	94	20	‡ 9,393	...	§ 55,076	...	64,469
2. Managed by District or Municipal Boards.	...	...	...	...	...	...	...	...	...	...	...	...
3. Aided by Government or by District or by Municipal Boards.	22	925	...	...	356	546	23	34,003	2,080	57,595	30,433	1,24,111
4. Unaided	96	4,773	11	1	874	3,469	418	...	...	1,36,462	70,003	2,06,465
Total ...	119	5,865	11	1	1,283	4,109	461	43,396	2,080	2,49,133	1,00,436	3,95,045
Grand total ...	321	15,227	887	113	5,009	7,835	1,383	81,795	2,790	6,13,821	3,43,767	10,42,173

* Lawrence Asylum Provincial grant, Rs. 5,295.
† Lawrence Asylum Miscellaneous receipts, Rs. 92,437.
‡ Lawrence Asylum Provincial grant.
§ Lawrence Asylum Miscellaneous receipts.

(9)—*Classification by Ages.*

Ages.	Infants.		Primary.				Middle.			High.			(a) Arts colleges affiliated to the University.						Totals.
													Intermediate course.		B.A. Honours or Pass course.			Post Graduate Class.	
	A. (b)	B. (c)	First Standard and Class.	Second Standard and Class.	Third Standard and Class.	Fourth Standard and Class.	First Form and Fifth Standard.	Second Form and Sixth Standard.	Third Form and Seventh Standard.	Fourth Form.	Fifth Form and Eighth Standard.	Sixth Form and Ninth Standard.	First year Class.	Second year Class.	Third year Class.	Fourth year Class	Fifth year Class.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Below 5	154	12,947	116	17	...	...	...	...	...	...	...	...	...	...	...	...	...	...	13,234
5 to 6	403	96,030	5,349	407	29	...	...	...	...	...	...	...	...	...	...	...	...	...	102,218
6 to 7	301	110,560	25,356	3,887	468	5	...	...	...	...	...	...	...	...	...	...	...	...	140,577
7 to 8	207	96,178	44,959	16,707	3,342	165	14	2	...	...	...	...	...	...	...	...	...	...	161,574
8 to 9	71	63,428	49,311	30,147	12,684	1,352	64	16	8	...	...	...	...	...	...	...	...	...	157,581
9 to 10	32	36,120	39,875	36,151	22,951	5,402	577	73	50	...	...	...	...	...	...	...	...	...	141,231
10 to 11	11	19,498	27,236	31,433	27,765	9,485	2,367	517	66	1	...	...	...	...	...	...	...	...	118,379
11 to 12	7	10,805	17,655	24,571	28,943	12,202	4,241	1,807	392	12	...	...	...	...	...	...	...	...	100,635
12 to 13	4	5,634	9,901	15,471	23,065	11,966	4,517	3,079	1,434	208	13	5	...	...	...	...	...	...	74,397
13 to 14	1	2,353	4,823	7,872	13,663	8,066	3,505	3,111	2,498	1,937	158	19	...	...	...	...	...	...	47,916
14 to 15	...	1,159	2,729	4,010	7,485	4,552	2,139	2,624	2,589	1,781	821	183	...	...	...	...	...	...	30,072
15 to 16	...	613	1,492	1,983	3,978	2,528	1,171	1,750	2,261	1,903	1,544	799	17	...	...	...	...	...	20,039
16 to 17	...	320	826	1,086	1,904	1,275	569	914	1,567	1,583	1,627	1,345	338	33	...	...	...	...	13,387
17 to 18	...	182	583	668	872	515	239	391	747	845	1,256	1,644	590	159	14	...	...	...	8,705
18 to 19	...	120	484	370	417	254	80	145	345	414	696	1,459	529	264	101	27	...	2	5,707
19 to 20	...	102	425	295	283	131	41	54	132	186	312	1,082	355	303	161	138	...	1	4,001
Over 20	...	157	1,009	490	392	176	28	32	71	84	188	1,029	423	451	194	788	...	51	5,572
Totals ...	1,191	456,206	232,629	175,574	148,241	57,174	19,552	14,515	12,070	8,054	6,615	7,565	2,252	1,210	470	953	...	54	1,144,325
Totals ...	457,397		613,618				46,137			22,234			4,885				54		...

(a) Excluding Training Colleges.
(b) Relates to the statistics of pupils in the infant lower classes of European Schools only.
(c) Relates to the statistics of pupils in the infant upper classes of European Schools, in the infant standards of Elementary Schools and in the infant classes of Non-European Secondary Schools.

(10)—*Number and qualifications of teachers.*

—	(a) In Primary Schools.						(b) In Middle Schools.						(c) In High Schools.					(d) In Colleges.					Total.
	Government.	Board.	Municipal.	Native States.	Aided.	Unaided.	Government.	Board.	Municipal.	Native States.	Aided.	Unaided.	Government.	Board.	Municipal.	Aided.	Unaided.	Government.	Board.	Municipal.	Aided.	Unaided.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
Trained	814	5,445	708	1	7,609	772	3	227	32	6	910	42	79	137	143	1,833	49	36	...	14	119	15	18,994
Untrained	276	2,794	249	9	19,502	4,453	5	99	15	2	375	35	30	67	81	935	54	36	...	8	96	8	29,129
Total ...	1,090	8,239	957	10	27,111	5,225	8	326	47	8	1,285	77	109	204	224	2,768	103	72	...	22	215	23	48,123
Possessed of a University Degree ...	2	1	...	...	4	2	1	19	6	...	70	7	39	63	72	891	36	62	...	19	187	21	1,502
No Degree	1,088	8,238	957	10	27,107	5,223	7	307	41	8	1,215	70	70	141	152	1,877	67	10	...	3	28	2	46,621
Total ...	1,090	8,239	957	10	27,111	5,225	8	326	47	8	1,285	77	109	204	224	2,768	103	72	...	22	215	23	48,123

(a) European Primary Schools and all Elementary Schools.
(b) European Middle Schools and Non-European Secondary Schools with no forms higher than the third and Preparatory Secondary Schools with classes up to the fourth.
(c) European High Schools and Non-European Secondary Schools with forms higher than the third.
(d) Excludes Professional Colleges.

GOVERNMENT OF MADRAS.

EDUCATIONAL DEPARTMENT.

Read—the following paper :—

Report on public instruction in the Madras Presidency for the quinquennium ending 31st March 1912.

Order—No. 129, Educational, dated 12th February 1913.

With the letter read above, the Director of Public Instruction submits his report on the state and progress of education in the Madras Presidency during the quinquennium ending with 31st March 1912.

2. The statistics furnished differ as compared with the reports for the previous quinquennial periods in so far as they omit the figures relating to the medical schools and college, the Agricultural college at Coimbatore and the Veterinary college in Madras, being institutions now removed from the control of the Educational Department.

3. The Government do not propose to analyse or subject to detailed criticism either the narrative portion of the report or the statistics appended to it. The chief events of the period under review are summarized in the opening paragraphs and the sections which follow sufficiently discuss the more important issues which have arisen during the past five years. The Government have perused with especial interest the paragraph dealing with the secondary leaving certificate scheme, the institution of which constitutes perhaps the most striking reform of the quinquennium. The particular attention of all heads of departments will be separately drawn to the Director's appeal for co-operation with him in his efforts to ensure adequate recognition of the school work done by holders of leaving certificates. It is a cardinal feature of the scheme to attach value to the character and result of a boy's entire school career in preference to the bare record of his success at any single examination.

4. Taken as a whole the report furnishes evidence of steady progress in almost every direction and the Government have again to congratulate the Director and his subordinates on the result of their labours.

(True Extract.)

L. Davidson,
Ag. Secretary to Government.

To the Director of Public Instruction.
,, Surgeon-General.
,, Accountant-General.
,, Registrar, Madras University.
,, Local and Municipal Department.
Editors' Table.

REPORT

ON

PUBLIC INSTRUCTION

IN THE

MADRAS PRESIDENCY

FOR 1912-13.

VOLUME I

MADRAS:
PRINTED BY THE SUPERINTENDENT, GOVERNMENT PRESS

1914

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OFFICE OF THE DIRECTOR OF PUBLIC INSTRUCTION,
MADRAS, 31*st October* 1913.

C. No. 9760 of 1913.

From

THE HON'BLE SIR ALFRED GIBBS BOURNE, D.Sc., F.R.S., K.C.I.E.,
Director of Public Instruction,
Madras,

To

THE SECRETARY TO GOVERNMENT,
EDUCATIONAL DEPARTMENT,
Fort St. George.

SIR,

I have the honour to submit a report on the state and progress of education in the Presidency during the year 1912–13.

2. I give here a brief resumè of the chief events of the year to which the present report relates. They will be described at greater length under the appropriate heads of the report :—

Events of the year.

(1) The opening of a number of Board Elementary schools out of the additional funds provided by the Government of India has rendered the strengthening of the Subordinate Inspecting Agency very necessary. Accordingly pending the sanction of the Secretary of State to a general scheme involving additions to the various grades of inspecting officers Government have sanctioned the creation for a year of 48 temporary posts of Sub-Assistant Inspectors all in the probationary grade, of which two were for the charge of the two newly formed districts, viz., Rāmnād and Chittoor, two others were for Muhammadan schools and the rest for the ordinary schools.

(2) The Secretary of State's despatch sanctioning the long expected reorganization of the Government Training schools for masters mention of which was made in the last report was received in the latter half of the year. The scheme as sanctioned and modified subsequently by the Local Government agreeably to the suggestions contained in the above despatch improves the pay and prospects of the staffs of these schools.

(3) A home for Brahman widows was started during the year at Egmore in connection with the Presidency Training school for Mistresses and has been placed under the supervision of a member of the staff, herself a Brahman widow graduate, assisted by her aunt. The widows, who are pupils of the model school attached to the Presidency Training school, are paid scholarships from Government to meet their boarding and other expenses.

(4) The maximum number of members of the Text Book Committee has been further raised from 24 to 30 to allow of vernacular books being considered by more than one member of the Sub-Committee concerned.

(5) With a view to improving Sanskrit education the following recommendations made by the Director of Public Instruction have been sanctioned, viz. :—

(i) that for the purposes of inspection and recognition Sanskrit schools shall, in future, be classified into three grades—Collegiate, Advanced and Elementary;

(ii) that a preliminary examination shall be held at the end of the advanced course for the purpose of testing the qualifications of candidates for admission into a college;

(iii) that colleges and advanced schools shall be aided under Chapter VI of the Grant-in-Aid Code, the amount of grant for each institution being fixed by the Director of Public Instruction;

(iv) that Elementary schools shall be aided on a special system, the grant being fixed at the rate of Re. 1 per year for each pupil in average daily attendance; and

(v) that a system of scholarships shall be instituted in accordance with the proposals of the Director made in December 1911.

Government have also sanctioned the appointment of two supervisors of the first grade, one with head-quarters at Vizianagram and the other with head-quarters at Calicut. Both the supervisors work under the guidance of the Superintendent of Sanskrit Schools.

(6) The power of sanctioning the increments of all their non-gazetted subordinates has been delegated to heads of colleges.

(7) The only change of importance in the Madras Educational Rules was the raising of the rate of stipends prescribed for students of the elementary grade under training from Rs. 5 to Rs. 7 per mensem.

(8) The following changes were sanctioned in the Grant-in-Aid Code during the year :—

(i) The conference of inspecting officers has been authorized to increase tentatively during the year 1912–13 the teaching grant allotted to an elementary school by 50 per cent. on account of efficiency, the limit previously mentioned in rule 16 being 25 per cent.

(ii) The date of submission of applications for aid under rule 17 has been changed from July to December.

(iii) The conference of inspecting officers hitherto held in September under rule 18 has been discontinued.

(iv) The publication of the lists of elementary schools admitted to aid under rule 20 has been left to the Assistant Inspectors of Schools.

(v) In future the teaching grants to secondary schools may be increased under rule 32 by half the amount of the fee income foregone under rule 102 of the Educational Rules in respect of Muhammadans, Uriyas and other backward classes and castes.

(vi) The power to sanction stipendiary grants under rule 46 in training schools under private management has been delegated to Inspectors of Schools and Inspectresses of Girls' Schools according as the schools are for masters or for mistresses.

(vii) The rates of stipendiary grants for students of the elementary grade prescribed in rule 47 have been increased by Re. 1 with effect from 1st March 1912.

(viii) Gymnasia and games have been included in the list of objects for which half grants may be allowed under rule 57, provided that the expenditure is to be incurred upon objects of a permanent or semi-permanent nature.

(ix) The amount of grant for furniture, books and other appliances sanctionable by the Director under rule 60 has been raised from Rs. 500 to Rs. 1,000.

(x) Inspectors of Schools have been empowered to sanction furniture grants for elementary schools for boys up to a limit of Rs. 50.

(xi) The chapter relating to building grants was completely revised during the year. The essential features of the changes are the following :—

The amount of building grant that can be sanctioned by the Director has been raised from Rs. 1,000 to Rs. 2,500, and Inspectors of Schools have been empowered to sanction such grants up to Rs. 100.

The proportion of the grant that can be sanctioned has been raised from one-third to one-half of the total cost of the work as finally accepted by the Director and by the Public Works Department.

The Government Solicitor has been permitted to charge fees at a rate not exceeding one per cent. of the grant sanctioned for the examination of titles and the settlement of mortgages in connection with building grants.

A new chapter, viz., IX-A, has been added to the Code providing for payment of grants to enable villagers to erect and equip village school-houses.

(9) The following were the important among the alterations connected with the Code of Regulations for European Schools :—

(i) The power of authorizing payment of grants for furniture, apparatus, etc., to European schools and of recognizing change of correspondent in such schools has been delegated to the Inspector of European and Training schools and the Inspectresses.

(ii) The rates of stipends allowed under article 121 of the Code to European Mistresses undergoing training in training schools managed under the Code have been fixed at Rs. 15 a month for the primary grade, at Rs. 20 for the middle grade and at Rs. 30 for the high grade.

(iii) The form of transfer certificate prescribed in Appendix V to the Code has been modified by the omission of the testimony borne by the head teacher as to the character of the pupil on the date of his leaving a school.

General statistics.

3. Public institutions rose in number by 1,314 or by 5·1 per cent. and in strength by 93,064 or by 8·1 per cent., while private institutions declined by 9·8 per cent. in number and by 8·6 per cent. in strength, the fall occurring mainly under minor schools for boys which do not conform to departmental standards.

Taking institutions of all classes and grades together it will be observed that there was an accession of 2·6 per cent. to their number and 6·4 per cent. to their strength.

Government, local board and municipal institutions among those under public management and unaided institutions among those under private management contributed to the increase both under number and scholars.

The variations will be found explained under the appropriate heads in the paragraphs that follow.

It is gratifying to note that the proportion of male and female scholars to the respective population of school age had also increased from 34·4 and 7·2 to 36·4 and 7·9 per cent. respectively and that the increase in the number of scholars was shared by all classes of the community.

The total number of scholars unprotected from small-pox increased by 995 or by 20·9 per cent. Elementary schools were mainly responsible for the increase which, it is hoped, will receive the attention of the Sanitary Department.

The number of institutions and scholars in municipal areas showed an increase of 2·6 and 6·3 per cent. respectively, the corresponding increase in non-municipal areas being almost the same, viz., 2·6 per cent. in the case of institutions and 6·4 per cent. in that of scholars. The percentage of institutions and scholars in municipal areas to the total number of institutions and scholars was 8·8 and 19·2 respectively.

The total expenditure on education for the year amounted to Rs. 1,57,62,290, an increase of 16 per cent. or nearly 22 lakhs, towards which Provincial funds contributed over 18 lakhs. Compared with the previous year there was increased expenditure from public funds and fees, while there was a decrease of over 1½ lakhs from private funds. This decrease, which was in connection with expenditure on Arts colleges and secondary schools, was mainly due to the payment during the year of large provincial grants for furniture, apparatus and appliances without a corresponding contribution from managers.

The total direct expenditure rose from Rs. 94,53,469 to Rs. 1,06,09,743 or by nearly 11½ lakhs and this rise was shared by all classes of schools, viz., colleges, secondary, elementary and special schools, the percentages of increase being 4, 10, 13 and 28 respectively.

The total indirect expenditure increased from Rs. 41,11,633 to Rs. 51,52,547 or by 25 per cent. The most noticeable increases have been under University—from Rs. 22,626 in 1911–12 to Rs. 6,15,480 in 1912–13, building and furniture grants and miscellaneous which includes expenditure on hostels and private schools. The amount spent by District and Municipal Boards on their own schools rose from nearly 14½ lakhs to about 21 lakhs, of which over 16 lakhs or an increase of 4½ lakhs was spent on elementary education. The great bulk of the money spent in this way was provided by subsidies from Government.

The proportion of expenditure met from public and private funds was 44 and 56 per cent. respectively in the previous year, while during 1912–13 public and private funds contributed equally.

The budget grant for the year 1912-13 under "22. Education" was Rs. 58,88,000 and the altered grant Rs. 65,60,000, or including printing at private presses Rs. 65,60,060. The expenditure under the above heads was Rs. 65,43,144 or Rs. 16,916 less than the altered grant.

Excluding the figures relating to the Lawrence Memorial School, Ootacamund, but including the expenditure on educational buildings, provincial receipts and charges aggregated Rs. 2,98,860 and Rs. 67,59,161 against Rs. 3,25,359 and Rs. 49,21,783 in the previous year. The apparent decrease in receipts is due to the inclusion in the accounts of the previous year of the sale-proceeds of the tanning department amounting to nearly Rs. 56,030. If these are excluded, the receipts show an increase of nearly Rs. 30,000 due chiefly to fees in the Law College as the result of increased strength. The provincial charges during the year increased by over 18 lakhs. The payment of a large grant to the University as mentioned above, the sanctioning of special Imperial grants for the equipment of Government Girls' schools and opening of additional Government Elementary Girls' schools and the payment of increased stipends in training schools, all contributed to the increase of provincial charges. Moreover the expenditure under 22-G. Grants-in-Aid also increased. The total amount under this head rose from Rs. 21,36,346 to Rs. 26,29,473 or an increase of about 23 per cent. against 14 per cent. in the previous year. The large increase was due to the fact that, during the year, about 3 lakhs was given from Imperial funds for the equipment of secondary and European schools, Rs. 96,000 for hostels and Rs. 80,000 for the improvement of aided secondary schools. Excluding about Rs. 82,000 which was paid from Municipal funds and Rs. 1,000 contributed by the District Board to the Mrs. A.V.N. College, Vizagapatam, the entire amount was met from Provincial funds. In addition, over 7½ lakhs was given as subsidy to District Boards and above Rs. 43,000 to municipalities for the improvement of elementary education. Grants to the extent of over Rs. 38,000 were directly paid from Provincial funds to the Board and Municipal secondary schools on account of furniture, apparatus, etc., and hostels.

It will be convenient here to summarize briefly the Imperial assignments made during the year. There are two non-recurring amounts to consider. The first was of 6·57 lakhs made in 1910-11 for expenditure during 1911-12 and 1912-13. Of this 3 lakhs were spent during 1911-12 and the balance during the year under review, mainly on the equipment of secondary schools. The second was of 4½ lakhs for hostels, an amount which it was impossible to utilize during the year. As to recurring assignments, Rs. 80,000 earmarked for the improvement of aided secondary schools was utilized in full. Rs. 30,000 was allotted for the extension of education amongst the poorer classes of the domiciled community in the City of Madras, but only Rs. 5,000 could be spent before the end of the year. Lastly assignments totalling 8·25 lakhs were made and these were utilized chiefly for the extension and development of elementary education, technical and special schools, hostels and European education.

4. *Controlling agencies.*—I was in charge of the Department throughout the year. Mr. E. W. Middlemast was on special duty in my office till the 30th June 1912 when Mr. J. H. Stone resumed that duty under the designation of special Deputy Director of Public Instruction and continued as such during the rest of the year. I made six tours during the year, one of which was to the Civil and Military Station of Bangalore to discuss educational matters relating to that station and the province of Coorg, and another was to Simla in connection with the European Educational Conference. At my request Mr. Stone also made special tours in the Vizagapatam, Coimbatore, Malabar, Tanjore and Trichinopoly districts. A redistribution of the existing Inspectors' circles was sanctioned during the year resulting in the formation of an additional circle, designated the Ninth Circle, comprising Bangalore, Coorg and South Canara, but this redistribution has not yet been given effect to pending the appointment of the new officer. The Subordinate inspecting agency was strengthened by the appointment of 48 additional Sub-Assistant Inspectors of Schools on the temporary establishment, of whom two were placed in district charge as Assistant Inspectors and two were employed as Sub-Assistant Inspectors of Muhammadan Schools. Two Supervisors of Sanskrit Schools both in the first class (Rs. 50), with head-quarters at Vizianagram and Calicut respectively, were for the first time appointed during the year with the object of securing closer and more efficient supervision of these schools and of helping the Superintendent of Sanskrit Schools in his inspection and examination of such schools in the Presidency.

I am, on the whole, favourably impressed with the work of the inspecting agency, which, however, urgently requires further and permanent increase. Proposals in regard to this have been submitted to Government.

5. *University and Collegiate education.*—The last quinquennial report described in detail the various reforms effected by the University during the five years ending with 1911–12. Since then no regulations necessary to be recorded here have been enacted.

Among matters of interest may, however, be mentioned the following:—

(1) Special lectures have been arranged for in connection with the Honours courses.

(2) An interim report presented by the Committee appointed on 1st March 1912 to consider and report upon the position occupied by languages other than English in the various courses of study was adopted by the Senate in March last.

(3) Two courses of University Lectures on Phonetics were on the recommendation of the Board of Studies in English and on the sanction of the Senate delivered in December 1912 at the Senate House by Mr. Daniel Jones, M.A., Lecturer in Phonetics in University College, London, and Joint Secretary of the International Phonetic Association to representatives of a number of colleges and schools in Southern India consisting of Professors, Lecturers and Teachers, to about 100 graduate students under training in the Teachers' College, Saidapet, and to about 70 Honours and post-graduate students from the Presidency and Christian Colleges who all appear to have derived considerable profit from the lectures.

(4) The compilation of a Tamil Lexicon out of the materials left by the late Rev. Dr. G. U. Pope has been entrusted under the supervision of the Syndicate to a committee of gentlemen under the Chairmanship of the Rev. J. S. Chandler. A provincial contribution of a lakh of rupees has been sanctioned by Government for expenditure on this project.

(5) The construction of a separate building for the University Library and the amalgamation with that Library of the Oriental Manuscripts Library now under the direct control of the Educational Department have met with the approval of Government who are now considering the measures to be taken to secure this object.

(6) For the convenience of mufassal candidates the Syndicate have decided to permit candidates for the B.A. Degree examinations under the New Regulations in groups (ii) and (iii) appearing at certain centres outside Madras, viz., Bangalore, Trichinopoly and Trivandrum. This last will also be a centre in future for the holding of the F.L. and B.L. Degree examinations.

(7) During the year, Pachaiyappa's College has been affiliated in group (ii-A)—Physical science of the B.A. Degree courses, the Coimbatore College in group (iii)—Sanskrit, Tamil and Malayalam of the Intermediate courses, the American College, Madura, in group (v)—History and Economics of the B.A. course, the Madras Christian College in Branch (i)—Mathematics—of the B.A. (Honours) course, and the Central College, Bangalore, in group (ii-B)—Chemistry of the B.A. course.

(8) The following institutions were approved by the Syndicate as qualified to provide instruction for the Oriental Titles examination:—

(i) Sanskrit College, Tenali, for the titles of "Vedanta Siromani" and "Vidwan."

(ii) Sanskrit College, Tiruvadi, for the titles of "Vyakarna Siromani", and "Vidwan."

The total number of First-grade Arts colleges continued to be the same as in the previous year, viz., 10, but the number of Second-grade colleges declined from 22 to 21 owing to the reduction of the Doveton Protestant College, Madras, to the status of a High school.

The number on the rolls of Arts colleges advanced from 4,939 on the 31st March 1912 to 5,547 on the corresponding date this year, the increase having been shared by all the departments except the fourth-year class of the B.A. pass course. Of the 70 post-graduate students, the Presidency College had 38; the Christian College, 24; and St. Joseph's College, Trichinopoly, the remaining eight.

For the B.A. Honours course there were 203 students in all in the above three institutions, and of them so many as 130 were in the Presidency College; 46 in the Christian College; and 27 in St. Joseph's College, Trichinopoly. The aims proposed in the re-organization of the Presidency College have, therefore, been largely realised.

From the summary of the results of the various University examinations given in the supplemental statistics it will be observed that the percentages of passes compared favourably on the whole with those of the year 1911-12 except in regard to the M.A. Degree examination in which 36·5 per cent. only passed against 46·5 per cent. in the previous year. The results of the Intermediate examination held in March last were not encouraging, 33·4 per cent. only having passed against 43·5 per cent. in the year preceding, a result due to the failure of some colleges to exercise due discrimination in admissions.

The three Government professional colleges under the control of the Educational department, viz., the Law College, the College of Engineering and the Teachers' College, Saidapet, continued to work efficiently. There were on the rolls of these institutions on the 31st March last 566, 357 and 93 respectively, the corresponding figures for the previous year being 455, 308 and 99. All the institutions secured better results than in the previous year at the University examinations concerned except at the Bachelor Degree examination in Civil Engineering in which the results were not so satisfactory as on the previous occasion.

In the Teachers' College, a separate lecturership in Geography has been created by the conversion of the post of Third Assistant on Rs. 150—5—200 into a special appointment on Rs. 200 outside the cadre of the Provincial Educational Service.

6. *Secondary education.*—The number of pupils shows an increase from 99,668 to 106,396 while there has been a slight fall of 4 in the number of institutions. The decline in the number of secondary schools has been the subject of frequent criticism. It has, however, to be remembered that the decline is apparent rather than real, inasmuch as up till 1908 European schools used to be shown in the same return as Indian schools and the "branches" of a high school were shown separately and not included, as they now are, under the central institution. Thus a numerical comparison between a former and an up-to-date list is fallacious, while in the case of ill-managed incomplete schools which were really elementary in character their classification as elementary cannot be a matter for regret. The important point is, that there has been no diminution either in the number of schools providing a complete secondary course or in the number of pupils attending the higher classes. In 1906-07, for example, there were 159 complete Indian High schools with a total of 22,137 boys reading in Forms IV, V and VI, while last year there were 160 with a total of 23,090 boys. The character and working of the Secondary School Leaving Certificate Scheme were exhaustively dealt with in the quinquennial report last year and there is little that requires comment during the year under review. Minor changes have been introduced in the form of the certificates and in the regulations. It is being found difficult to combat a tendency to disregard the school record and marks, and Government have endorsed an appeal made by me for co-operation in this respect. Further, complaints have been received that the "B" group subjects are not sufficiently encouraged and attended to. Moreover much greater care has to be exercised by school authorities to see that candidates sent up for the examination are in every way eligible. During the year under review 4,379 certificates were completed while there were 2,447 candidates for a supplementary course. A satisfactory feature has been the steady improvement in the average daily attendance in schools, which has increased by more than 10 per cent. during the last three years. The number of teachers has increased, but there is little change to record in their qualifications. With the special and additional Imperial and provincial allotments there has been a marked improvement in the equipment and accommodation of schools. In particular generous assistance has been given to enable managers to meet the capital expenditure involved in the introduction of practical work in science and of such

subjects as manual training and typewriting. Funds have also been allotted for the erection of hostels.

The total direct expenditure in secondary schools for boys rose from Rs. 24,41,066 to Rs. 26,75,412. In addition to this, a sum of Rs. 2,05,136 was paid to improve the equipment of secondary schools, of which 2 lakhs was met from the Imperial grant sanctioned for the purpose. Out of the recurring Imperial assignment of Rs. 80,000 made during the year for the improvement of aided English Secondary schools, over Rs. 46,000 was given as extra grant to cover the loss of fee income foregone on account of Muhammadans, Uriyas, girls and pupils of the backward classes and castes and about Rs. 34,000 as additional teaching grant to better the pay and prospects of teachers. The expenditure on Government schools remained practically the same as last year, while that on Board and aided schools increased by about Rs. 38,000 and Rs. 2,28,000 respectively and that on unaided schools decreased by Rs. 30,000 owing to some of these schools having been classed as aided during the year. To the total expenditure, Public funds contributed 11 per cent., fees 75 per cent. and other sources 14 per cent. The average cost per pupil was Rs. 25–11. Each pupil paid an average fee of Rs. 19–3–0.

7. *Elementary education.*—Judged by the increase in the number and strength of elementary schools for boys the year witnessed a marked advance in regard to elementary education, public elementary schools for boys having increased from 24,034 to 25,211 or by 4·9 per cent. and their strength from 940,084 to 1,014,448 or by 7·9 per cent. The increase was, however, confined to lower elementary schools with standards below the fourth. There was a fall in the number of higher elementary schools, which, however, did not affect their strength. As pointed out in the last quinquennial report the non-progressive character of schools of this grade was partly due to the premature withdrawal of pupils from school by the parents and partly to the other causes mentioned therein. It is hoped that the recent changes in the Madras Educational Rules and the Grant-in-Aid Code, especially the enlargement of the list of backward classes, and the provision of books and slates to poor and backward pupils in schools under public management recently sanctioned by Government will enable parents to retain their children in school for a longer period.

With the aid of the Imperial grant 119 Municipal and 1,665 Board elementary schools for boys were opened during the year. This accounts for an increase in the number of schools under such management as well as in their strength. The number of aided elementary schools decreased from 15,184 to 14,463, as the result of the policy followed during the year of taking over under board and municipal management a number of ill-conducted and inefficient "Teacher-Manager" schools. On the whole, the increase from 27·1 to 29·1 per cent. in the proportion of male pupils under instruction to the male population of school age in public elementary schools indicates a fair measure of success in our efforts towards the expansion of elementary education.

With a view to show graphically the progress of elementary education a special map of each taluk showing the location and form of management of each school is being made. It is expected that on completion these maps examined along with improved lists of schools showing the grade, number of pupils, etc., will prove to be of immense value in indicating the direction towards which the department should work for the further development of elementary education.

To improve the status of elementary school teachers the minimum salary of those in schools under public management was raised from Rs. 8 to Rs. 10 and in order to meet the extra expenditure, Local Boards and Municipal Councils were subsidized to the extent of Rs. 80,976. In the case of aided schools, Inspecting officers were empowered to increase the teaching grant by 50 per cent. instead of by 25 per cent. for increased efficiency.

Considerable improvement was also made in the matter of accommodation and equipment. Subsidies amounting to Rs. 6,98,280 were distributed to Local Boards and Municipal Councils for construction of elementary school buildings and their equipment. Sixty-eight new buildings were constructed during the

year and 142 were commenced but could not be completed before 31st March. The average cost of a building in rural areas was Rs. 1,847 and in municipalities Rs. 2,904.

For improvement of elementary school gardens a sum of Rs. 10,000 was distributed to Local Boards and Municipal Councils.

Consequent on the increase in the number of public elementary schools for boys and in their strength the number of teachers in them had increased from 38,775 on the 31st March 1912 to 40,958 on the corresponding date this year. These comprised a large number of teachers without professional certificates. To reduce this number a special batch of lower elementary teachers was admitted in July 1912 for a course of 22 months' training into the various training schools and sanction has since the close of the year been obtained for the admission of a similar batch of teachers this year and for the opening of a temporary training school at Amalāpuram to meet the want of Telugu teachers of both the higher and lower elementary grades. Subsidies were given to aided training schools to enable them similarly to train special batches.

The extended course of training prescribed for these teachers presents an obstacle to their recruitment for training which has, however, been overcome to some extent by an enhancement of the rates of stipends allowed to them.

The total expenditure on elementary schools for boys rose from Rupees 37,55,272 to Rs. 42,30,660 towards which public funds contributed Rs. 28,08,253, fees Rs. 6,80,264 and other sources Rs. 7,42,143. Out of the increase of nearly 5 lakhs, which was to a large extent met from public funds, about 4 lakhs was spent on the opening and maintenance of Board schools and about a lakh of rupees towards increased teaching grants to aided elementary schools. The average cost per pupil was Rs. 4–5–0 against Rs. 4–2–0. Each pupil in a Government school (mostly in agency tracts) cost Rs. 11–3–2, in a Board school Rs. 5–5–5 and in an aided school Rs. 4–0–1. Fees met 5 per cent. of the expenditure in Government schools, 8 per cent. in Board schools and 19 per cent. in aided schools.

8. *Special education.*—From the particulars regarding the number and strength of schools and classes for special education furnished in the supplemental statistics it will be observed that the number of such institutions rose from 178 to 197 and their strength from 7,699 to 8,539. The increase in both respects was contributed by the training schools, both for masters and mistresses and by the sessional schools, the number of which showed a perceptible increase under the stimulus of the subsidy given to local boards for the purpose from imperial grants. The institutions classed as Technical, Industrial or Art schools had declined both in number and in strength.

During the year the Secretary of State's sanction to the scheme of re-organization of training schools for masters referred to in the last report was received, and though the essential parts of the scheme, viz., those relating to the extension from one year to two of the course of training for teachers of the higher elementary and secondary grades with the exception in the latter case of students who have passed the Intermediate or the late F.A. examination, and to the reduction from 15 to 10 in the number of higher elementary training schools and the increase from 11 to 14 in the number of lower elementary training schools were carried out as far as practicable before the close of the year, the re-organization of the secondary training schools which involved the abolition of the existing four institutions and their replacement by six training sections to be attached to selected model secondary schools was temporarily held over and consequently the introduction of the revised scales of staffs and salaries sanctioned for training schools of the different grades had to be deferred.

The scheme involved the abolition of six of the existing lower elementary training schools, viz., those at Chicacole, Ongole, Anantapur, Madras (Panchama school), Cuddalore and Badagara. But as even the provision made in the scheme for the larger output of teachers trained annually in this Presidency has been considered insufficient to meet the growing demand for elementary teachers owing to the rapid increase in the number of board and municipal elementary schools, the retention of these training schools as a temporary measure for a period of one year has been sanctioned by Government.

Since the close of the year orders have been received for the working of the six secondary training classes independently of the creation of model secondary schools by the temporary expedient of utilizing existing secondary or elementary schools as practising sections. Accordingly it is proposed to work the six classes for the present at Rajahmundry, Saidapet, Tanjore, Coimbatore, Calicut and Mangalore, tentatively substituting Saidapet, Tanjore and Calicut for Chittoor, Tiruvalur and Palghat, these last being three of the six centres proposed originally for the location of the secondary training classes. At Rajahmundry, Saidapet and Mangalore the classes will be attached to the existing Government secondary schools which are capable of furnishing the requisite practising material of the higher grade, and at the other places the elementary model schools hitherto utilized as practising sections of the secondary training schools in them will serve as model schools.

The new scheme improved considerably the pay and prospects of the training staffs by the inclusion of the posts of Headmaster and Assistant in the secondary training classes and the posts of Headmasters and two of the Assistants in the higher elementary training schools in the cadre of Sub-Assistants consisting of six grades with pay ranging from Rs. 75 to Rs. 200 per mensem, while the other posts in the latter class of schools and all the appointments in the lower elementary training schools were to be in the cadre of Supervisors with pay ranging from Rs. 30 to Rs. 50 per mensem. Government have since included the headmasterships in all the lower elementary schools also in the cadre of Sub-Assistants considering the responsibility of the position. Thus 54 appointments have been added to the cadre of Sub-Assistants and 38 to that of Supervisors.

There was a single addition to the number of training schools for masters and an addition of 933 to their strength, the increase in the former case being due to the opening of an elementary training school at Nandyal by the S.P.G. and in the latter case to the admission in July 1912 of the fresh batch of students of the lower elementary grade in most of the Government training schools to meet the urgent need for qualified teachers.

The re-organization of the training schools for mistresses, the details of which were explained in the last report, was also completely given effect to during the year. Three new training schools were opened during the year, one at Mangalore, the other at Karantattangudi (Tanjore) and the third at Triplicane, the last school being formed by the transfer of the Tamil Training section attached to the Presidency Training School for Mistresses, Egmore. The first school is of the higher elementary grade, while the other two, which before the close of the year worked as elementary schools, will in future take in secondary mistresses also for training. On the 31st March last there were 22 training schools for non-European mistresses and one school for European mistresses with 452 and 13 students respectively under training, against 21 non-European schools with 444 students in the previous year.

As the development of female education mainly depends upon the supply of qualified women teachers which is obviously disproportionate to the demand, proposals are under my consideration for starting additional training schools for non-European mistresses in a few important centres where there are Government Girls' schools.

As already observed, a larger number of sessional schools worked during the year and a larger number of teachers were trained in them, the increase in the one case being 23 and in the other 795. A sessional school for Muhammadan teachers was opened at Guntūr and another at Trichinopoly by the District Boards concerned with the aid of the provincial subsidy.

Owing to the difficulty of acquiring sites no buildings were constructed during the year for any of the Government training schools or for their hostels. The purchase of the 'Johannes gardens' in which the Government Elementary Training school at Saidapet is now located has been approved by Government, but its acquisition has not yet been completed by the Collector of Chingleput. Plans and estimates for the construction departmentally of a hostel building in the above compound on the model of the Teachers' College hostel have been called for, and

in other selected places where there are no hostels the Inspector of European and Training Schools has been instructed to start hostels in rented buildings adjoining the training schools.

The School of Arts, the School of Commerce, Calicut, the Reformatory School, Chingleput and the Art class, Kumbakōnam, were generally efficiently conducted and the decline that was noticeable in the strength of the first school has conduced to the consolidation and increased efficiency of the school. An experiment was conducted at Chingleput, of sending selected pupils of the Reformatory School on errands outside the school without escort with a view to develop a sense of responsibility. The experiment has so far been successful.

There were on the 31st March last 5,379 students receiving education of a technical character, of whom 1,024 were pursuing Art education, 683 Technical education, 1,767 Industrial education, 1,830 Commercial education and 75 Agricultural education.

In their Order No. 175, Educational, dated 24th February 1913, Government approved of the revised syllabuses including for the first time a syllabus for an advanced examination in tailoring for the elementary and intermediate grades.

The total number of subject candidates examined for the three grades of the Government Technical Examinations was 12,066 including 249 females, of whom 5,623 including 134 females were successful. Seven diplomas, of which five were for Commerce, and 132 group certificates among which there were five for Bridge construction, were awarded during the year.

The Department of Industries was under the charge of Mr. Tressler throughout the year and Dr. Marsden and Mr. Guthrie, the Dyeing and Leather Experts continued to have charge of their respective duties. During the year a scheme was submitted to Government for the introduction of State Apprenticeships in Mechanical Engineering and for the establishment of a Technical school in Madras. Detailed plans of the proposed Madura Technical Institute and the Madras Leather Trades school were also under the consideration of Government. The buildings of the Madura Technical Institute have been sold and work is now temporarily carried on in some sheds. A rented building has been secured in Madura for a Dyeing Laboratory for the fitting up of which a sum of Rs. 5,000 was allotted. The attendance of a few students belonging to the Sourastra community was secured to enable Dr. Marsden to see for himself the degree to which it was possible to impart instruction to them in the subjects appertaining to dyeing.

Quarterly reports of the work which he is carrying on are being submitted to Government with reference to their Order No. 112, Educational, dated 9th February 1912.

Pending the erection at the approved site at North Washermanpet, Madras, of the proposed Leather Trades school, Mr. Guthrie was deputed to Bangalore to study the working of the Mysore Tannery and while there, he is reported to have introduced a considerable number of improvements into the local methods of manufacture, more particularly with regard to the proper use of modern tools and appliances.

Since the close of the year he has been sent to Coimbatore to make some experiments and analyses in the Chemical Laboratory attached to the Agricultural College there.

As the result of a report submitted by the Weaving Assistant on the observations made by him during his tours through villages occupied by the indigenous weaving classes, Government have on my recommendation approved of the establishment by local and municipal bodies with the help of a provincial subsidy of schools for the children of weavers in certain selected centres.

Towards the end of the year orders were passed for the organization for a period of one year of a peripatetic weaving party for the purpose of demonstrating improved methods in weaving. The party headed by the Weaving Assistant first camped in Salem and have since moved on to Coimbatore.

9. *Female education.*—There was a further advance in the number and strength of schools intended for non-European girls. On the 31st March last there were 97

more schools and about 9,300 pupils more were in attendance than on the corresponding day of the previous year; while, including girls reading in schools not solely intended for them, it is seen that the increase in the total number of girls under instruction was nearly 22,900 or about 10 per cent. The two colleges for Indian women were attended by 22 students and there were besides, 34 female students in other non-European colleges—as many as 25 of the latter being in the Presidency College. A noteworthy feature of the year was the opening of a new Government Secondary school for girls at Vizagapatam; and this and the constitution of the Tamil Training section of the Presidency Training School for Mistresses into a separate institution at Triplicane with a model high school attached to it account for the addition of two to the number of secondary schools for girls. About 450 pupils more than in the previous year were reading in non-European secondary schools for girls and the increase was fairly spread throughout the various classes and forms. Another striking feature is the fact that the number of Brahman girls in these schools has nearly doubled itself, indicating as it does, a growing desire on the part of the community to educate their daughters beyond the elementary stage. Elementary schools for non-European girls also received an impetus during the year; 120 more public schools came into existence and an additional number of about 10,000 girls were under instruction, while the increase in the total number of girls in the elementary stage of instruction in all classes of public institutions was about 24,000. As a result of the additional funds made available during the year 14 new elementary schools for girls were opened by Government and 110 by local and municipal boards. Of the total number of teachers employed in non-European secondary and elementary schools for girls 37 per cent. were not professionally qualified. It is hoped that an increased supply of trained women will be available in future years in consequence of the increase in the number of training schools for mistresses. The hostel for Brahman widows, which was opened in connection with the Presidency Training School for Mistresses, has already fulfilled its function. It is proposed to remove it to Triplicane which is now the proper locality for it as the new Government Training and Secondary school for Indian girls has been stationed in that part of the city and to start a similar home for non-Brahman widows. The hostel had nine boarders in it at the close of the year, and provision has since been made for the admission of six more.

The expenditure on secondary and elementary schools for girls rose from Rs. 8,09,466 to Rs. 9,53,893 towards which public funds contributed Rs. 5,23,728 or 55 per cent., fees Rs. 64,368 or 7 per cent. and other sources Rs. 3,65,797 or 38 per cent. Owing to the additional grant received from Imperial funds for the education of girls, the total expenditure increased by 1·44 lakhs, out of which 1·39 was met from public funds. In other words about a lakh of rupees was spent in opening new Government and Board schools and equipping them and Rs. 39,000 was paid as grants to aided schools.

10. *European education.*—Three new schools have been opened during the year, including a training class at the Presentation Convent, Georgetown. On the other hand, the College department of Doveton and the Friend-in-Need Society's school have been closed. The total number of institutions is now 86 with a strength of 7,299 as compared with 85 in the previous year with a strength of 7,189. It is improbable that there is any large number of European and Anglo-Indian children not attending any school, but in Madras City there has been a tendency to discontinue studies at an early age on the part of the poorer section of the community. The Government of India, during the course of the year, sanctioned for the poor schools and orphanages in Madras a recurring grant of Rs. 30,000 in addition to a recurring grant of Rs. 52,000 for European education in general. With these grants it has been possible not only to give enhanced grants but also to meet the special needs of Madras, where inducements have been held out to parents to send their children and to keep them at school by the grant of clothing and of a free meal a day. The managers also of orphanages and poor schools have been further aided in their work by compensating them for the remission of fees to poor and deserving pupils and by enhancing the rate of boarding grants. This policy is being carried out to a further extent during the year 1913–14 and further funds have been provided.

In the matter of buildings and equipment there has been considerable activity of late, and the libraries, apparatus and appliances of the schools have greatly improved. This improvement is largely due to a special allotment of Rs. 1 lakh from provincial funds in aid of buildings and equipment. As compared with the previous year the results of the High, Middle and Primary examinations were very disappointing. It is reported that the failures were chiefly in English. It is hoped that the results will improve as it will be possible in future to set apart funds for the improvement of the qualifications, pay and prospects of teachers in the schools. Even as it is, there has been a slight improvement in the qualifications of the teachers, while their number has increased from 581 to 610. Further the lack of adequate facilities for training will soon be met by the establishment of a training college in Bangalore.

In July 1912 a Conference was held at Simla to consider the whole question of the education of the domiciled community. The final orders of Government on the report of the Committee and on my recommendations have not yet been received. But I anticipate with confidence a rapid improvement in the quality of the education given to the community as a result of the discussions of the Conference and of the measures which it has been possible to take as a consequence of the Imperial and Provincial contributions which have been allotted.

The total expenditure in European Institutions which was Rs. 10,16,530 in 1911–12 rose to Rs. 11,55,634, towards which provincial funds contributed Rs. 4,51,705 or 39 per cent., fees Rs. 1,91,250 or 17 per cent., and private funds Rs. 5,12,679 or 44 per cent., the corresponding percentages in 1911–12 being 33, 17 and 50 respectively.

11. *Education of Muhammadans.*—The number of institutions chiefly intended for Muhammadans was 2,570, which was 279 more than in the previous year, and they received a large accession to their strength—the increase in the number of pupils being about 26,300. The number of secondary schools was the same, viz., 4; but of public elementary schools there were 349 more than in 1911–12. This increase was due mainly to the opening of 218 schools for the benefit of this community by local boards and municipal councils out of the additional funds placed by Government at their disposal. Five sessional schools were at work during the year, which accounts for the increase from 86 to 203 in the strength of the training schools intended for Muhammadans. There was an advance also in the number of Muhammadan scholars in Arts colleges and secondary schools for non-Europeans, the numbers having risen from 96 and 5,507 to 125 and 5,885 respectively. Consistently with the advance indicated by the facts mentioned above the percentage of the total number of Muhammadan scholars in all classes of institutions to the Muhammadan population of school age rose from 35·5 to 37·4. Of the public schools intended for Muhammadans 135 were elementary schools for girls attended by 7,260 pupils, these figures showing an advance of 4 in the number of schools and of about 500 in their strength. The total number of private institutions and their strength showed a decline during the year; but this is not altogether a matter for regret, as it was in part due to the classification as public schools of such of the private institutions as conformed to the departmental standards of instruction. There was a notable advance in the number and strength of schools for Mappillas, both public and private, and also in the number of Mappilla girls under instruction—the reason for the increase under public schools being the opening of three municipal and 56 local board schools for the benefit of this class of the community out of the provincial subsidy. Fair progress continued to be made on the whole by the schools in the Laccadives; the best of them according to the report received from the Collector of Malabar was the school at Kalpeni which was under the charge of a trained teacher of the lower secondary grade.

During the year 156 Muhammadans were awarded Secondary School Leaving Certificates and 79 others passed through a supplementary course under the scheme for the award of such certificates. None of the five Muhammadans who appeared for the Matriculation examination were successful, while at the Intermediate examination in Arts, 15 Muhammadans passed out of 61 that appeared.

In the English Language, Second Language and Science divisions of the B.A. Degree examination 8, 7 and 9 Muhammadans came out successful out of, respectively, 24, 11 and 20 entrants. One out of the two candidates for the M.A. Degree examination was successful; and at each of the F.L. and B.L. examinations one passed out of four that appeared.

For the more efficient inspection and examination of Muhammadan schools two additional Sub-Assistant Inspectors were appointed during the year. The Inspecting agency for the schools for Muhammadans in this Presidency consists at present of 9 Sub-Assistant Inspectors and 19 Supervisors, 3 of the former and 5 of the latter being placed in special charge of Mappilla schools.

The expenditure on Muhammadan and Mappilla schools aggregated Rs. 5,86,554 towards which Provincial funds contributed Rs. 1,59,500, Local funds Rs. 1,69,569, Municipal funds Rs. 52,095, fees Rs. 57,828 and subscriptions and other sources Rs. 1,47,562. In other words public funds met 65 per cent., fees 10 per cent. and other sources 25 per cent. of the total expenditure on these schools.

12. *Education of Panchamas.*—This class of the community made a substantial advance during the year, the total number of Panchamas under instruction in public schools having increased by about 7,750. There were the usual fluctuations in the statistics relating to schools under private management owing to want of uniformity in the classification of Christians of Panchama origin. The local boards were able to maintain 128 additional Panchama schools with the help of the provincial subsidy sanctioned during the year. Despite a decline in the case of schools under private management there was a net increase of eight schools and of about 5,400 pupils on the whole, taking together all public and private institutions chiefly intended for Panchamas.

13. *Education of the Aboriginal and Hill tribes.*—In the agency tracts of the Ganjām, Vizagapatam and Gōdāvari districts where these tribes are mostly to be found, there was a slight increase in the number of schools intended for them, while they had a marked accession to their strength. Five additional Government and three more Board schools were opened during the year. The total number of 'aboriginal' pupils in the presidency also advanced by about 2,300 or 40 per cent.

14. *Education of the blind and of deaf mutes.*—The schools at Palamcottah for the blind and deaf mutes continued to do useful work. At Rentachintala in the Guntūr district there is a school for the blind under the management of Mrs. A. L. Albrecht; it had nine children (5 boys and 4 girls) on the rolls on the 31st March last and they were taught to work at some industries in addition to their receiving instruction in the usual subjects of general education. A deaf and dumb school with twelve pupils was opened at Vepery in Madras by Miss Swainson as a branch of the school at Palamcottah; it is intended for European and Indian defectives from those parts of the country where Tamil is not the prevailing vernacular.

15. *Education of Native Chiefs and noblemen.*—As stated in the last report there is no Chiefs' College in this presidency. In the institution maintained at Newington for the education of minors of the estates under the Court of Wards eleven minors were in residence during the year. One of them has passed the Matriculation examination and is continuing his studies at Newington for the Intermediate examination in Arts with a special exemption granted by the Syndicate from attendance at a college during his further University course. The progress made by the wards is reported to have been, in all cases, noticeable and, in a few cases, markedly so.

16. *Private Institutions.*—These institutions fell in number by about 10 per cent. and there was a corresponding decline in their strength also. This, however, must be regarded as an evidence of progress rather than of retrogression, for the reason that schools of this class are being gradually induced to conform to the departmental standards of instruction and, when they have done so, are placed in the category of public schools.

17. *Books.*—Two meetings of the Committee were held during the year, and out of 571 books considered in them 410 were found suitable for use in schools. Government have raised the maximum number of members of the Committee further, viz., from 24 to 30.

Rao Bahadur M. Ranga Achariyar, Curator of the Oriental Manuscripts Library, was on furlough for 9 months from 1st July 1912, during which period, M.R.Ry. S. Kuppuswami Sastri Avargal, M.A., was in charge of the library.

The number of manuscripts acquired for the library fell from 689 to 462 during the year, the decrease being due mainly to the changes in the staff and the heavy work entailed on the office by the preparation and printing of the Triennial Catalogue.

Some of the 462 manuscripts acquired were reported to be very valuable. There has been a steady increase in the number of visitors and in the number of books consulted and copied by them.

With a view to make known to scholars and to the public interested in Sanskrit and Vernacular literatures the discovery of new manuscripts and their contents, a descriptive catalogue of the manuscripts collected during the triennium ended with 1912-13 is under preparation and it is expected to issue shortly.

Sanction has as already observed been accorded by the Government of India to the amalgamation of the Government Oriental Manuscripts Library with the local University Library but it will be some time before effect can be given to the above transfer.

The total number of publications registered during the year was 4,069, the highest figure on record.

Of these, 2,454 were classed as books and 1,615 as periodicals, 1,216 being again works in English and 2,853 in the vernaculars. Out of the total number, 1,107 were original works, 47 republications and two translations. Classified according to the subject-matter the largest number came under Religion.

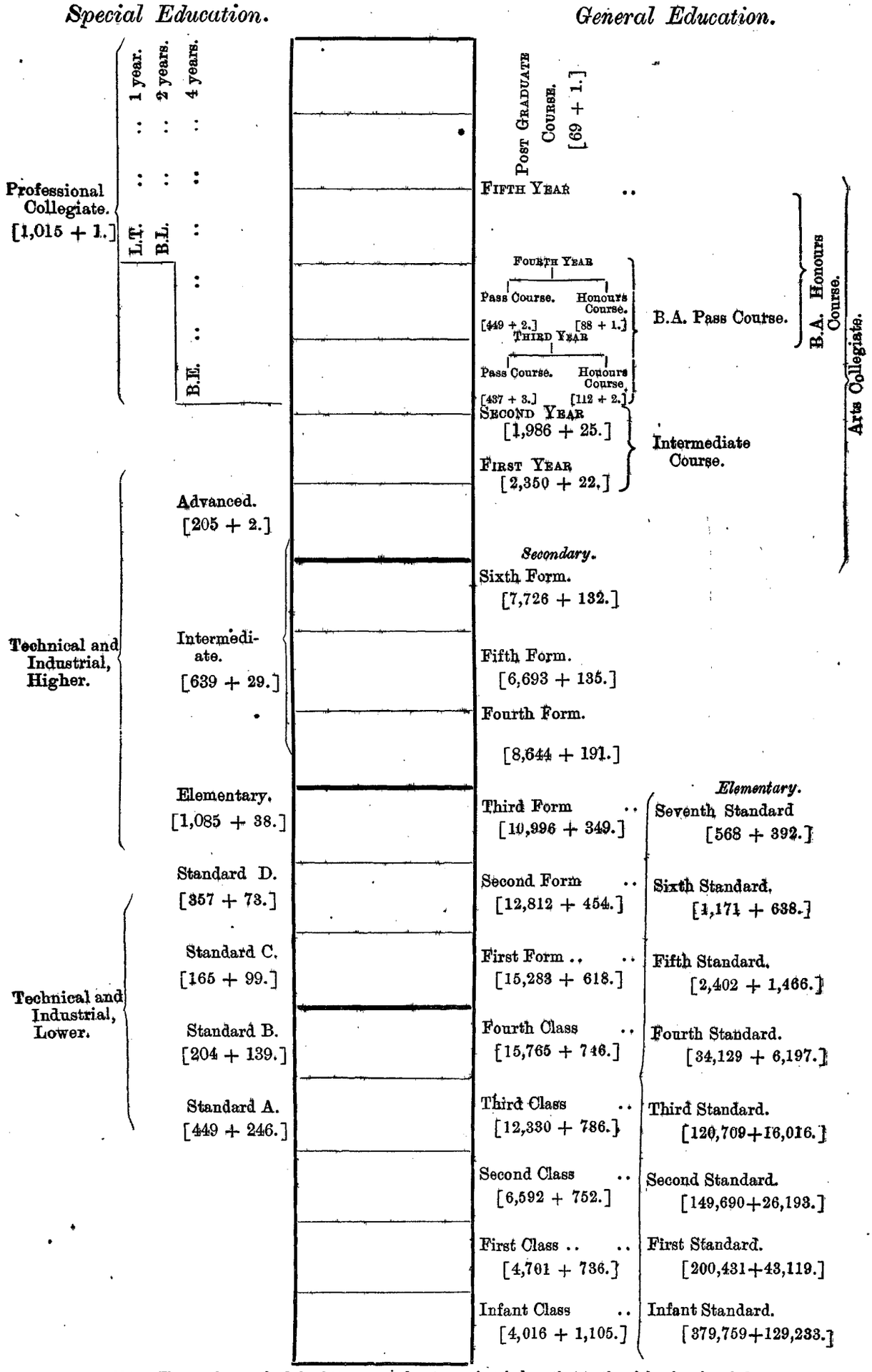
The total number of books in regard to which copyright was registered during the year was 683.

18. *Miscellaneous remarks.*—On the opposite page are two diagrams showing for the year 1912-13 the number of pupils in each year of the school or University course on the one side and the numbers under instruction in special or technical subjects on the other in the case of European and non-European institutions. A glance at the figures given under the head non-European elementary schools reveals the fact that, while the number on the rolls of the various standards had generally risen consistently with the increase in the total strength of the elementary schools, there was a slight fall in the numbers under instruction in the fourth and the fifth standards as compared with those in the preceding year. In the former standard the proportion of male and female scholars to the respective total strength of the elementary schools fell from 4·2 and 3·1 per cent. in 1911-12 to 3·8 and 2·8 per cent. during the year. The decline in the case of the fourth standard was presumably partly due to the operation of the rules limiting the number of pupils proceeding from the fourth standards in elementary schools to secondary schools and is almost balanced by the rise of strength of the same standard in secondary schools, and the disability of the teachers in elementary schools containing the fourth and higher standards in regard to the earning of any capitation allowance was no doubt a contributory cause. The alteration of rule 83 of the Madras Educational Rules sanctioned in G.O. No. 715, Educational, dated 5th August 1913, extending the benefit of the above allowance to each trained teacher in the school irrespective of its grade may be expected to improve the attendance of the fourth and higher standards in future. The other important variations have already been noticed under the various heads.

Physical education received the usual attention, the number of institutions teaching gymnastics having advanced and the number of those in which provision did not exist for such instruction having fallen during the year. Considerable interest also continued to be shown by students in colleges and secondary schools in physical games and out-door sports and exercises.

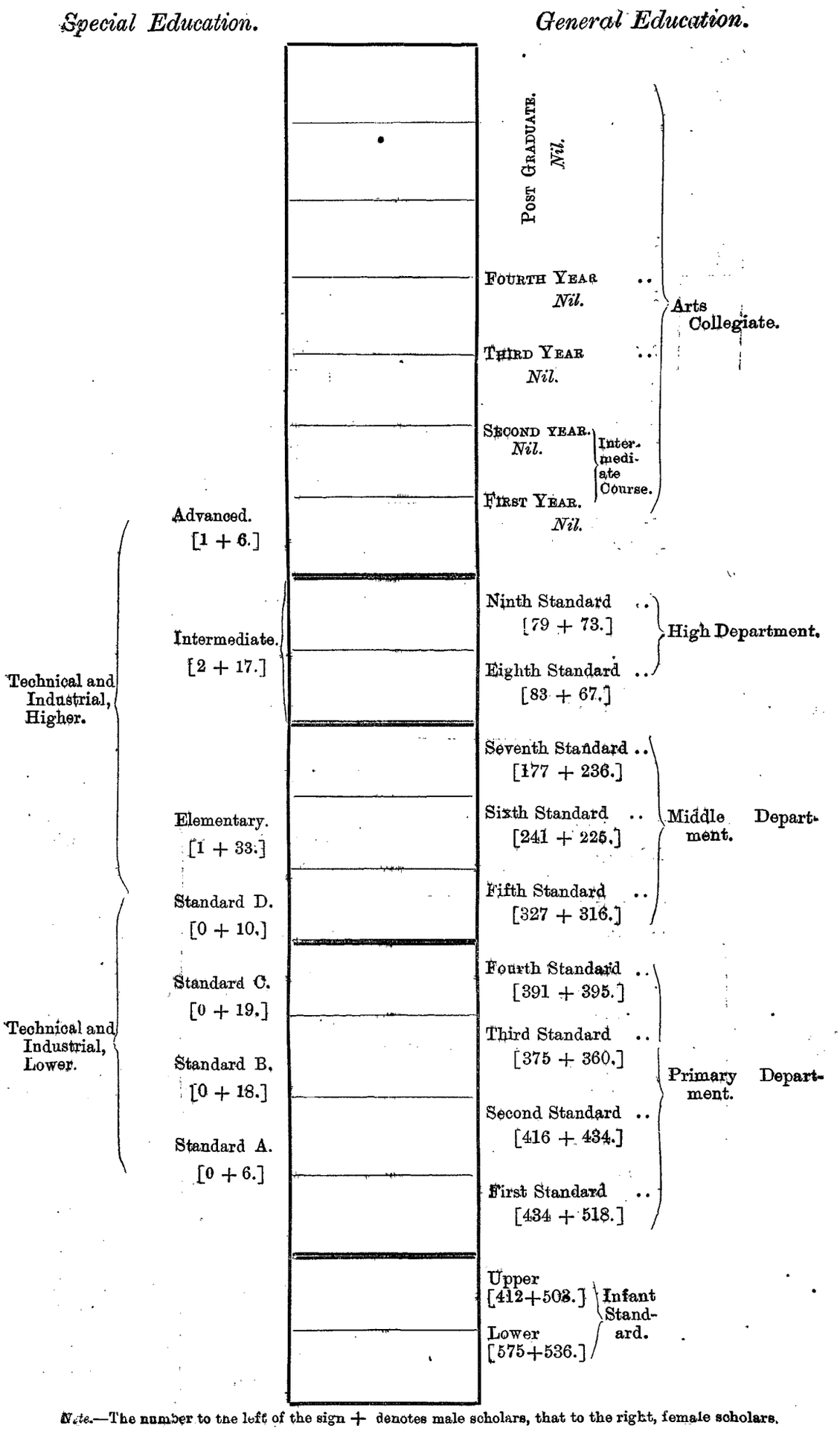
The acquisition of sites for common play-grounds in municipalities is being encouraged by the department. A non-recurring grant of Rs. 10,000 has as already stated elsewhere been sanctioned by Government in their Order No. 45, Educational, dated 16th January 1913, for distribution to a number of local boards and municipalities for the formation of elementary school gardens.

NON-EUROPEAN SCHOOLS.



Note.—The number to the left of the sign + denotes male scholars, that to the right, female scholars.

EUROPEAN SCHOOLS.


Special Education.
General Education.
Post Graduate. Nil.
Fourth Year .. Nil.
Third Year .. Nil.
Second year. Nil.
First Year. Nil.
Arts Collegiate.
Inter-mediate Course.
Advanced. [1 + 6.]
Intermediate. [2 + 17.]
Technical and Industrial, Higher.
Ninth Standard .. [79 + 73.]
Eighth Standard .. [83 + 67.]
High Department.
Seventh Standard .. [177 + 236.]
Sixth Standard .. [241 + 225.]
Fifth Standard .. [327 + 316.]
Middle Department.
Elementary. [1 + 33.]
Standard D. [0 + 10.]
Standard C. [0 + 19.]
Standard B. [0 + 18.]
Standard A. [0 + 6.]
Technical and Industrial, Lower.
Fourth Standard .. [391 + 395.]
Third Standard .. [375 + 360.]
Second Standard .. [416 + 434.]
First Standard .. [434 + 518.]
Primary Department.
Upper [412+503.]
Lower [575+536.]
Infant Standard.

Note.—The number to the left of the sign + denotes male scholars, that to the right, female scholars.

No conferences of any importance were held during the year except those conducted under the auspices of inspecting officers for the benefit of teachers in secondary and elementary schools. A larger number of teachers' associations and reading rooms with or without literary societies attached to them were at work during the year.

I have nothing to add to the remarks contained in the last report under the head libraries, museums and exhibitions. The Art Loan Collection in my office has been transferred to the Teachers' College where it was believed the pictures and other illustrations would be better used in the kindergarten department and in the teaching of nature study.

The system of utilizing the service of Government and Local Board school-masters as branch postmasters is reported to have given the Postmaster-General continued satisfaction. The number of offices in charge of such teachers has increased by 10·36 per cent. and the percentage of branch offices in charge of school-masters of all classes on the total number of extra departmental branch offices during 1912–13 was 35·28 as against 35 in the previous year.

Service registers and verified copies of them and inventories of valuable stock are reported to have been properly maintained.

I have the honour to be,

Sir,

Your most obedient servant,

A. G. BOURNE,
Director of Public Instruction.

GENERAL TABLES.

(1)—*Abstract return of colleges, schools and scholars in the*

Total area in square miles.	Area and population.		Institutions and scholars.		Public			
	Number of towns and villages.	Population.			Collegiate education.		School education, general.	
					Arts colleges.	Professional colleges.	Secondary schools. (a)	Primary schools. (b)
1	2	3	4		5	6	7	8
142,491	Towns 279	Males 20,389,666	Institutions	For males	29	3	370	25,223
	Villages ... 53,853	Females ... 21,029,264		For females	2	...	68	1,281
	Total ... 54,132	Total ... 41,418,930		Total ...	31	3	438	26,504
			Scholars ...	Males	5,491	1,015	108,534	889,393
				Females	56	1	9,086	223,835
				Total ...	5,547	1,016	117,620	1,113,228

(a) These relate to European High and Middle schools and Non-European Secondary schools.
(b) These relate to European Primary schools and all Elementary schools.

(2)—*Abstract return of expenditure on public instruction*

	Total direct expenditure on public instruction.						
	Collegiate education.		School education, general.		School education, special.		Total.
	Arts colleges.	Professional colleges.	Secondary schools.*	Primary schools.†	Training schools.	All other special schools.	
1	2	3	4	5	6	7	8
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1. Institutions ... For males	10,31,679	2,06,494	29,60,628	42,54,872	4,97,319	3,25,103	92,76,100
For females	7,342	...	4,06,419	7,84,600	1,03,600	31,682	13,33,643
Total ...	10,39,021	2,06,494	33,67,047	50,39,472	6,00,919	3,56,790	1,06,09,743
2. (a) Percentage of Provincial expenditure included in columns 2—17 to total Provincial expenditure on public instruction.	6·14	2·48	9·41	26·42	8·41	2·06	54·92
(b) Percentage of District Fund expenditure included in columns 2—17 to total District Fund expenditure on public instruction.	...	...	·67	83·05	3·30	...	87·02
(c) Percentage of Municipal expenditure included in columns 2—17 to total Municipal expenditure on public instruction.	1·13	...	3·22	70·27	·38	·23	75·23
(d) Percentage of total expenditure included in columns 2—17 to total expenditure on public instruction.	6·59	1·31	21·36	31·97	3·81	2·27	67·31
	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
3. Average annual cost of educating each pupil in—							
Government institutions. Cost to Provincial Revenues	260 1 8	140 9 4	42 10 8	10 0 3	150 3 1	85 12 10	33 7 4
Cost to District and Municipal Funds ...	...	...	...	...	1 8 5	0 4 9	0 1 9
Total cost ...	359 9 11	201 1 1	56 11 4	10 6 8	152 8 4	111 7 2	39 10 9
District Board institutions. Cost to Provincial Revenues	...	...	...	...	...	...	...
Cost to District Funds	...	...	0 13 7	4 11 11	72 15 7	...	4 12 1
Total cost ...	...	...	19 1 5	5 2 9	72 15 8	...	5 14 1
Municipal institutions. Cost to Provincial Revenues	.....	...	4 1 2	...	...	...	0 11 0
Cost to Municipal Funds	22 15 10	...	1 15 9	6 6 9	...	8 10 3	5 12 2
Total cost ...	155 7 5	...	28 8 7	6 12 3	...	8 10 3	11 3 6
Institutions in Native States. Cost to Native State Revenues	...	...	...	...	...	...	..
Cost to District and Municipal Funds ...	...	...	...	...	...	...	...
Total cost ...	...	...	...	7 2 1	...	...	7 2 1
Aided institutions... Cost to Provincial Revenues	23 0 1	...	4 12 1	2 1 3	97 11 4	19 11 6	2 11 7
Cost to District and Municipal Funds ...	...	...	0 0 2	0 2 2	0 4 6	...	0 1 11
Total cost ...	150 1 4	...	30 3 11	4 7 4	143 12 0	132 2 1	9 2 10
naided institutions ... ... Total cost ...	150 6 6	...	24 12 2	2 4 5	55 2 8	23 8 4	3 5 9
All institutions ... Cost to Provincial Revenues	64 14 11	140 9 4	4 12 2	1 6 11	110 13 9	33 7 11	2 10 2
Cost to District and Municipal Funds ...	0 13 7	...	0 3 6	1 9 6	13 4 3	0 4 4	1 7 11
Total cost ...	188 14 1	201 1 1	29 4 3	4 10 6	136 1 3	98 15 6	8 12 0

* These relate to European High and Middle schools and Non-European Secondary Schools.
† These relate to European Primary and Non-European Elementary schools.

Madras Presidency for the official year 1912–13.

institutions.			Private institutions.				
School education, special.		Total of public institutions.	Advanced.	Elementary.	Grand Total.	Percentage of	
Training schools.	All other special schools. (*c*)						
9	10	11	12	13	14	15	
87	70	25,782	366	4,210	30,358	Institutions to number of towns and villages ...	56·1
23	17	1,391	4	102	1,497		2·7
110	87	27,173	370	4,312	31,855		58·8
4,212	3,108	1,011,753	11,181	89,564	1,112,498	Male scholars to male population of school-going age ...	36·4
484	735	234,197	407	15,080	249,684	Female scholars to female population of school-going age	7·9
4,696	3,843	1,245,950	11,588	104,644	1,362,182		21·9

(*c*) Includes also the statistics of Industrial schools.

in the Madras Presidency for the official year 1912–13.

Total indirect expenditure on public instruction.								Total expenditure on public instruction.
University.	Direction.	Inspection.	Scholarships.	Buildings.	Special grants for furniture and apparatus.	Miscellaneous.	Total.	
9	10	11	12	13	14	15	16	17
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
8,13,260	1,10,717	7,87,960	1,45,221	12,28,094	3,90,778	16,86,517	51,52,547	1,57,62,290
8,13,260	1,10,717	7,87,960	1,45,221	12,28,094	3,80,773	16,86,517	51,52,547	1,57,62,290
10·58	1·90	13·54	1·78	7·57	6·54	3·17	45·08	100·00
...	...	...	·05	12·36	...	·57	12·98	100·00
...	...	...	...	24·77	...	...	24·77	100·00
5·16	·70	5·00	·92	7·79	2·42	10·70	32·69	100·00

(3)—*Return of colleges, schools and scholars in the*

Classes of institutions.	Public											
	Under public management.											
	Managed by Government.				Managed by District or Municipal Boards.				Managed by Native States.			
	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9	10	11	12	13
Collegiate education.												
Arts Colleges—												
English { For boys	4	1,021	1,013	919	3	269	203	178	...	...	...	...
English { For girls	...	...	...	...	...	...	...	...	...	...	...	...
Oriental	...	...	...	...	...	...	...	...	...	...	...	...
Total	4	1,021	1,013	919	3	269	203	178	...	...	...	...
Colleges or departments of Colleges for professional training—												
Law	1	566	574	535	...	...	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...	...	...	...	...	...
Engineering	1	357	357	347	...	...	...	...	...	...	...	...
Teaching	1	93	96	87	...	...	...	...	...	...	...	...
Agriculture	...	...	...	...	...	...	...	...	...	...	...	...
Total	3	1,016	1,027	969	...	...	...	...	...	...	...	...
School education, general.												
Secondary Schools—												
For boys { High schools, English (*a*)	5	1,273	1,279	1,153	27	11,067	10,891	9,809	...	...	...	...
For boys { Middle { English (*b*)	1	103	107	95	56	8,414	8,194	7,192	...	...	...	...
For boys { Middle { Vernacular	...	...	...	...	...	...	...	...	...	...	...	...
For girls { High { English (*a*)	4	555	507	419	...	...	...	...	...	...	...	...
For girls { High { Vernacular	...	...	...	...	...	...	...	...	...	...	...	...
For girls { Middle { English (*b*)	2	273	253	216	...	...	...	...	...	...	...	...
For girls { Middle { Vernacular	...	...	...	...	...	...	...	...	...	...	...	...
Total	12	2,204	2,146	1,883	83	19,481	19,085	17,001	...	...	...	...
Primary Schools—												
For boys { Upper (*c*)	118	7,420	7,167	6,006	1,998	152,117	149,002	122,634	1	82	92	70
For boys { Lower (*d*)	55	1,813	1,755	1,437	4,143	181,147	172,900	142,371	5	87	98	81
For girls { Upper (*c*)	166	20,752	19,626	13,931	36	3,737	3,547	2,784	1	73	73	45
For girls { Lower (*d*)	30	1,972	1,845	1,365	194	10,342	9,492	7,584	...	...	...	...
Total	369	31,957	30,393	22,739	6,371	347,343	334,941	275,373	7	242	263	196
School education, special.												
Schools for special instruction—												
Training schools for masters	31	2,597	2,387	2,218	40	746	745	702	...	...	...	...
Do. for mistresses	9	196	185	170	...	...	...	...	...	...	...	...
School of Arts	1	281	328	227	...	...	...	...	...	...	...	...
Law schools	...	...	...	...	...	...	...	...	...	...	...	...
Medical schools	...	...	...	...	...	...	...	...	...	...	...	...
Engineering and Surveying schools	...	...	...	...	...	...	...	...	...	...	...	...
Technical and Industrial schools (*e*)	2	67	66	52	1	33	34	18	...	...	...	...
Commercial schools	1	269	321	287	...	...	...	...	...	...	...	...
Agricultural schools	...	...	...	...	...	...	...	...	...	...	...	...
Reformatory schools	1	236	237	231	...	...	...	...	...	...	...	...
Other schools (*f*)	1	64	56	39	3	65	44	28	...	...	...	...
Total	46	3,710	3,580	3,224	44	844	823	748	...	...	...	...
Total of colleges and schools of public instruction	434	39,908	38,159	29,734	6,501	367,937	355,052	293,300	7	242	263	196
Private institutions.												
1. Advanced, teaching—												
(*a*) Arabic or Persian { For boys	...	...	...	...	...	...	...	...	...	...	...	...
(*a*) Arabic or Persian { For girls	...	...	...	...	...	...	...	...	...	...	...	...
(*b*) Sanskrit { For boys	...	...	...	...	...	...	...	...	...	...	...	...
(*b*) Sanskrit { For girls	...	...	...	...	...	...	...	...	...	...	...	...
(*c*) Any other Oriental classic	...	...	...	...	...	...	...	...	...	...	...	...
2. Elementary, teaching—												
A vernacular only or mainly—												
For boys	...	...	...	...	...	...	...	...	...	...	...	...
For girls	...	...	...	...	...	...	...	...	...	...	...	...
3. Elementary, teaching the Quran—												
For boys	...	...	...	...	...	...	...	...	...	...	...	...
For girls	...	...	...	...	...	...	...	...	...	...	...	...
4. Other schools not conforming to departmental standards—												
For boys	...	...	...	...	...	...	...	...	...	...	...	...
For girls	...	...	...	...	...	...	...	...	...	...	...	...
Total of private institutions	...	...	...	...	...	...	...	...	...	...	...	...
Grand total	434	39,908	38,159	29,734	6,501	367,937	355,052	293,300	7	242	263	196

(*a*) European High schools and Non-European Secondary schools with forms higher than the third.
(*b*) European middle schools and Non-European secondary schools with no forms higher than the third and also preparatory secondary schools with classes up to the fourth.
(*c*) European primary schools, Elementary schools with standards above the fourth and elementary schools with standards up to and including the fourth.
(*d*) Elementary schools with standards below the fourth.
(*e*) These relate to Lower class Technical or Art schools and also all Industrial schools.
(*f*) These relate to Higher class Technical or Art schools.

Madras Presidency for the official year 1912–13.

Institutions.												
Under private management.										Number of scholars on the 31st March learning		
Aided by Government or by District or Municipal Boards.				Unaided.				Grand total of institutions.	Grand total of scholars on the 31st March.	English.		A classical language.
Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.			Boys.	Girls.	Boys.	Girls.
14	15	16	17	18	19	20	21	22	23	24*a*	24*b*	25*a*	25*b*
20	4,037	4,052	3,772	2	198	211	193	29	5,525	5,374	33	688	13
2	22	22	21	...	...	...	...	2	22	...	22	...	2
...	...	...	...	...	...	...	...	...	...	...	...	...	...
22	4,059	4,074	3,793	2	198	211	193	31	5,547	5,374	55	688	15
...	...	...	...	...	...	...	...	1	566	566	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	1	357	357	...	...	...
...	...	...	...	...	...	...	...	1	93	92	1	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	3	1,016	1,015	1	...	...
134	62,733	61,513	55,217	5	2,806	2,816	2,577	171	77,879	70,949	481	6,156	47
130	22,271	21,616	18,901	12	896	876	743	199	31,684	26,401	926	1,488	4
...	...	...	...	...	...	...	...	...	...	...	...	...	...
28	3,836	3,735	3,290	...	...	...	...	32	4,391	275	3,840	9	450
...	...	...	...	...	...	...	...	...	...	...	...	...	...
33	3,376	3,256	2,885	1	17	15	12	36	3,666	369	3,124	...	51
...	...	...	...	...	...	...	...	...	...	...	...	...	...
325	92,216	90,120	80,293	18	3,719	3,707	3,332	438	117,620	97,994	8,371	7,653	552
1,934	142,010	139,374	114,563	89	5,687	5,415	4,597	4,140	307,316	32,908	2,415	4,044	712
12,541	408,824	403,806	341,793	4,339	115,919	109,201	93,687	21,083	707,790	4,415	394	24,738	3,142
459	43,464	42,294	34,324	26	1,931	1,870	1,333	688	69,957	658	9,321	160	559
293	13,097	12,638	10,017	76	2,754	2,520	2,078	593	28,165	19	392	292	1,732
15,227	607,395	598,112	500,697	4,530	126,291	119,006	101,695	26,504	1,113,228	38,000	12,522	29,234	6,145
15	844	766	728	1	44	42	37	87	4,231	172	1	...	...
14	269	291	277	...	...	...	...	23	465	...	75	...	...
...	...	...	...	...	...	...	...	1	281	128	17	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
32	1,739	1,487	1,314	2	61	64	59	(*g*) 37	1,900	50	76	...	...
...	...	...	...	...	...	...	...	1	269	228	1	...	...
1	11	11	11	1	45	45	45	2	56	...	...	...	...
...	...	...	...	...	...	...	...	1	236	...	...	...	...
4	190	201	166	37	782	711	638	(*h*) 45	1,101	957	24	...	...
66	3,053	2,756	2,496	41	932	862	779	197	8,539	1,535	194	...	...
15,640	706,723	695,062	587,279	4,591	131,140	123,786	105,999	27,173	1,245,950	143,918	21,143	37,575	6,712
...	...	...	...	...	...	...	...	118	6,289	8	...	6,482	97
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	243	4,753	440	2	4,610	69
...	...	...	...	...	...	...	...	4	194	...	...	2	192
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	3,107	66,516	334	61	2,642	94
...	...	...	...	...	...	...	...	16	527	...	...	4	243
...	...	...	...	...	...	...	...	774	28,209	...	...	19,626	7,730
...	...	...	...	...	...	...	...	85	2,720	...	...	373	2,358
...	...	...	...	...	...	...	...	334	7,009	249	3	205	3
...	...	...	...	...	...	...	...	1	15	...	...	...	...
...	...	...	...	...	...	...	...	4,682	116,232	1,031	66	33,944	10,786
15,640	706,723	695,062	587,279	4,591	131,140	123,786	105,999	31,855	1,362,182	144,949	21,209	71,519	17,498

(*g*) Of these, 16 schools with 688 pupils were for girls.

(*h*) Of these, one school with 24 girls and 4 boys was for girls.

(3)— *Return of colleges, schools and scholars in the Madras Presidency for the official year* **1912-13—continued.**

	Classes of institutions.	Number of scholars on the 31st March learning—*cont.* A vernacular language. Boys.	Girls.	Classification of scholars on the 31st March according to race or creed. Europeans and Eurasians.	Indian Christians.	Hindus. Brahmans.	Non-Brahmans.	Muhammadans.	Buddhists.	Parsis.	Others.	Number of girls in boys' schools.	Number of boys in girls' schools.
		26*a*	26*b*	27	28	29	30	31	32	33	34	35	36
Collegiate education.	*Arts Colleges*—												
	English { For boys	3,026	12	49	500	3,690	1,157	125	...	1	3	34	...
	English { For girls	...	20	...	21	1	...	...	...	...	...	...	...
	Oriental	...	...	...	...	...	...	...	...	...	...	...	...
	Total ...	3,026	32	49	521	3,691	1,157	125	...	1	3	34	...
	Colleges or departments of Colleges for professional training—												
	Law	...	...	1	31	450	84	...	...	...	...	...	...
	Medicine	...	...	...	...	...	...	...	...	...	...	...	...
	Engineering	...	...	20	21	257	56	3	...	...	...	...	...
	Teaching	...	...	1	6	79	5	2	...	...	...	1	...
	Agriculture	...	...	...	...	...	...	...	...	...	...	...	...
	Total ...	...	...	22	58	786	145	5	...	...	...	1	...
School education, general.	*Secondary Schools.*												
	For boys. { High schools. English (*a*).	71,218	493	1,678	7,202	36,581	27,929	4,400	29	20	40	535	...
	For boys. { Middle schools. { English (*b*)	29,164	831	1,591	2,684	11,229	14,647	1,476	4	28	25	1,100	...
	For boys. { Middle schools. { Vernacular	...	...	...	...	...	...	...	...	...	...	...	...
	For girls. { High schools. { English (*a*)	97	3,048	1,397	1,967	199	796	7	3	20	2	...	287
	For girls. { High schools. { Vernacular	...	...	...	...	...	...	...	...	...	...	...	...
	For girls. { Middle schools. { English (*b*)	151	2,325	1,413	1,524	274	421	9	...	22	3	...	369
	For girls. { Middle schools. { Vernacular	...	...	...	...	...	...	...	...	...	...	...	...
	Total ...	100,630	6,697	6,079	13,377	48,283	43,793	5,892	36	90	70	1,685	656
	Primary Schools—												
	For boys... ... ... { Upper (*c*)	270,328	40,654	699	20,819	36,392	216,383	29,873	54	85	3,011	40,785	...
	For boys... ... ... { Lower (*d*)	625,492	78,910	81	51,685	46,312	534,376	69,936	5	...	5,895	89,665	...
	For girls... ... ... { Upper (*c*)	2,958	67,200	456	11,758	14,223	40,475	3,029	...	3	13	...	3,092
	For girls... ... ... { Lower (*d*)	1,681	26,587	...	2,678	4,605	16,446	4,434	...	...	2	...	1,645
	Total ...	900,459	213,351	1,236	86,940	101,532	807,680	107,272	59	88	8,421	130,450	4,737
School education, special.	*Schools for special instruction*—												
	Training schools for masters	4,946	18	...	793	1,375	1,741	307	8	...	7	19	...
	Do. for mistresses ...	...	390	55	321	7	54	26	...	...	2	...	...
	School of Arts	136	...	15	27	9	222	5	3	...	...	17	...
	Law schools	...	...	...	...	...	...	...	...	...	...	...	...
	Medical schools	...	...	...	...	...	...	...	...	...	...	...	...
	Engineering and Surveying schools ...	...	...	...	...	...	...	...	...	...	...	...	...
	Technical and Industrial schools (*e*) ...	1,157	617	85	1,105	63	438	207	...	1	1	5	...
	Commercial schools	40	...	5	11	156	65	32	...	...	...	1	...
	Agricultural schools	56	...	...	16	...	...	...	...	...	40	...	...
	Reformatory schools	236	...	...	14	2	191	29	...	...	...	...	...
	Other schools (*f*)	120	...	33	105	677	266	20	...	...	...	...	4
	Total ...	5,785	1,025	193	2,392	2,289	2,977	626	11	1	50	42	4
	Total of colleges and schools of public instruction ...	1,009,900	221,105	7,579	103,288	156,581	855,752	113,920	106	180	8,544	132,212	5,397
Private institutions.	1. Advanced, teaching—												
	(*a*) Arabic or Persian { For boys	595	37	...	...	...	1	6,288	...	...	...	97	...
	(*a*) Arabic or Persian { For girls	...	...	...	...	...	...	...	...	...	...	...	...
	(*b*) Sanskrit ... { For boys	1,004	24	...	1	3,869	881	2	...	...	...	82	...
	(*b*) Sanskrit ... { For girls	2	192	...	...	194	...	...	...	...	...	...	2
	(*c*) Any other Oriental classic ...	...	...	...	...	...	...	...	...	...	...	...	...
	2. Elementary, teaching—												
	A vernacular only or mainly—												
	For boys	62,310	4,019	3	723	4,259	59,223	2,264	...	...	44	3,961	...
	For girls	30	472	...	...	143	298	86	...	...	...	...	30
	3. Elementary, teaching the Quran—												
	For boys	1,955	443	...	...	...	5	28,204	...	...	...	8,006	...
	For girls	52	356	...	...	...	...	2,720	...	...	...	...	380
	4. Other schools not conforming to departmental standards—												
	For boys	6,678	297	...	125	581	5,984	299	...	...	20	297	...
	For girls	...	15	...	...	15	...	...	...	...	...	...	...
	Total of private institutions ...	72,686	5,855	3	849	9,061	66,392	39,863	...	...	64	12,443	412
	Grand total ...	1,082,586	226,960	7,582	104,137	165,642	922,144	153,782	106	180	8,608	144,655	5,809

(*a*) European High schools and Non-European Secondary schools with forms higher than the third.
(*b*) European Middle schools and Non-European Secondary schools with no forms higher than the third and also preparatory Secondary schools with classes up to the fourth.
(*c*) European Primary schools, Elementary schools with standards above the fourth and Elementary schools with standards up to and including the fourth.
(*d*) Elementary schools with standards below the fourth.
(*e*) These relate to Lower class Technical or Art schools and also all Industrial schools.
(*f*) These relate to Higher class Technical or Art schools

(3a)—*Number of scholars on the 31st March 1913, classified according to sex, race or creed.*

Classes of institutions.		Europeans and Eurasians.	Indian Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.
				Brahmans.	Non-Brahmans.				
1		2	3	4	5	6	7	8	9
Collegiate education.									
Arts Colleges—									
English ... For boys ...	Male ...	36	484	3,688	1,154	125	...	1	3
	Female ...	13	16	2	3	...	...	...	...
English ... For girls ...	Male ...	...	...	...	...	...	...	...	...
	Female ...	...	21	1	...	...	...	...	...
Oriental	Male ...	...	...	...	...	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...
Colleges for professional training—									
Law	Male ...	1	31	450	84	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...
Medicine	Male ...	...	...	...	...	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...
Engineering	Male ...	20	21	257	56	3	...	...	...
	Female ...	...	...	...	...	...	...	...	...
Teaching	Male ...	1	6	79	4	2	...	...	...
	Female ...	...	...	...	1	...	...	...	...
Agriculture	Male ...	...	...	...	...	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...
Total ...		71	579	4,477	1,302	130	...	1	3
School education, general.									
Secondary schools—									
For boys. (a) High schools, English	Male ...	1,511	7,039	36,450	27,808	4,400	29	18	39
	Female ...	167	163	131	121	...	...	2	1
For boys. (b) Middle schools do.	Male ...	1,064	2,525	11,074	14,401	1,476	4	15	25
	Female ...	527	159	155	246	...	...	13	...
Do. Vernacular ...	Male ...	...	...	...	...	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...
For girls. (a) High schools, English	Male ...	182	47	97	46	3	...	1	1
	Female ...	1,215	1,920	192	750	4	3	19	1
For girls. Do. Vernacular	Male ...	...	...	...	...	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...
For girls. (b) Middle schools, English	Male ...	330	9	7	11	4	...	7	1
	Female ...	1,083	1,515	267	410	5	...	15	2
For girls. Do. Vernacular.	Male ...	...	...	...	...	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...
Primary schools—									
For boys ... (c) Upper...	Male ...	390	16,379	27,881	190,642	28,266	45	64	2,864
	Female ...	309	4,440	8,511	25,741	1,607	9	21	147
For boys ... (d) Lower...	Male ...	69	37,318	34,582	481,872	59,207	5	...	5,122
	Female ...	12	14,367	11,780	52,504	10,729	...	...	273
For girls ... (c) Upper...	Male ...	190	778	281	1,646	195	...	...	2
	Female ...	266	10,980	13,942	38,829	2,834	...	3	11
For girls ... (d) Lower...	Male ...	...	338	86	880	341	...	...	...
	Female ...	...	2,345	4,519	15,566	4,093	...	...	2
Total ...		7,315	100,317	149,815	851,473	113,164	95	178	8,491
School education, special.									
Schools for special instruction—									
Training schools for masters ...	Male ...	...	778	1,375	1,737	307	8	...	7
	Female ...	...	15	...	4	...	...	...	...
Training schools for mistresses ...	Male ...	...	...	...	...	...	...	...	...
	Female ...	55	321	7	54	26	...	...	2
School of Arts	Male ...	4	21	9	222	5	3	...	..
	Female ...	11	6	...	...	...	...	...	...
Law schools	Male ...	...	...	...	...	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...
Medical schools	Male ...	...	...	...	...	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...
Engineering and Surveying schools	Male ...	...	...	...	...	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...
(e) Technical and Industrial schools.	Male ...	13	503	63	419	207	...	1	1
	Female ...	72	602	...	19	...	...	...	...
Commercial schools	Male ...	4	11	156	65	32	...	..	..
	Female ...	1	...	...	...	...	...	...	...
Agricultural schools	Male ...	...	16	...	...	...	...	...	40
	Female ...	...	...	...	...	...	...	...	...
Reformatory schools	Male ...	...	14	2	191	29	...	...	...
	Female ...	...	...	...	...	...	...	...	...
(f) Other schools	Male ...	14	105	677	261	20	...	...	...
	Female ...	19	...	...	5	...	...	...	..
Total ...		193	2,392	2,289	2,977	626	11	1	50
Total of Colleges and Schools of Public Instruction.		7,579	103,288	156,581	855,752	113,920	106	180	8,544

(a) European High schools and Non-European Secondary schools with forms higher than the third.
(b) European Middle schools and Non-European Secondary schools with no forms higher than the third and preparatory Secondary schools with classes up to the fourth.
(c) European Primary schools, Elementary schools with standards above the fourth and Elementary schools with standards up to and including the fourth.
(d) Elementary schools with standards below the fourth.
(e) These relate to lower class Technical or Art schools and also all Industrial schools.
(f) These relate to higher class Technical or Art schools.

(3a)—*Number of scholars on the 31st March 1913, classified according to sex, race or creed*—continued.

Classes of institutions.		Europeans and Eurasians.	Indian Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.
				Brahmans.	Non-Brahmans.				
1		2	3	4	5	6	7	8	9
Private institutions.									
1. Advanced teaching—									
(a) Arabic or Persian for boys	Male	...	...	...	1	6,191	...	...	...
	Female	...	...	...	...	97	...	...	...
(b) Arabic or Persian for girls	Male	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...
(c) Sanskrit for boys	Male	...	1	3,813	855	2	...	...	...
	Female	...	...	56	26	...	...	...	...
(d) Sanskrit for girls	Male	...	...	2	...	...	...	...	...
	Female	...	...	192	...	...	...	...	...
(e) Any other Oriental classic.	Male	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...
2. Elementary teaching—									
A Vernacular only or mainly—									
For boys	Male	3	613	3,930	55,765	2,200	...	...	4
	Female	...	110	329	3,458	64	...	...	...
For girls	Male	...	...	...	19	11	...	...	...
	Female	...	...	143	279	75	...	...	...
3. Elementary, teaching the Quran only—									
For boys	Male	...	...	...	...	20,198	...	...	...
	Female	...	...	...	...	8,006	...	...	...
For girls	Male	...	...	...	...	380	...	...	...
	Female	...	...	...	...	2,340	...	...	...
4. Other schools not conforming to departmental standards—									
For boys	Male	...	97	539	5,758	299	...	...	19
	Female	...	28	42	226	...	...	...	1
For girls	Male	...	...	...	...	...	...	...	...
	Female	...	...	15	...	...	...	...	...
Total of private institutions	...	3	849	9,061	66,392	39,863	...	...	64
Grand total	...	7,582	104,137	165,642	922,144	153,783	106	180	8,608

(3 *b*)—Return of European colleges, schools and scholars in the Madras Presidency for the official year 1912–13.

(3 b)—*Return of European colleges, schools, and scholars*

Classes of institutions.	Public															
	Under public management.												Under private			
	Managed by Government.				Managed by District or Municipal Boards.				Managed by Native States.				Aided by Government or by District or Municipal Boards.			
	Number o institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Collegiate education. — *Arts Colleges*— English — For boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Collegiate education. — *Arts Colleges*— English — For girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School education, general. — *Secondary schools*— For boys — High schools, English	1	268	277	259	...	...	...	...	...	...	...	...	10	1,263	1,219	1,104
School education, general. — *Secondary schools*— For boys — Middle schools, English	..	...	...	...	...	...	...	...	...	...	...	...	20	1,636	1,631	1,437
School education, general. — *Secondary schools*— For girls — High schools, English	1	149	138	121	...	...	...	...	...	...	...	...	11	1,275	1,167	1,043
School education, general. — *Secondary schools*— For girls — Middle schools, English	...	...	...	...	...	...	...	...	...	...	...	...	19	1,467	1,432	1,255
Total	2	417	415	380	...	...	...	...	...	...	...	...	60	5,641	5,449	4,839
School education, general. — *Primary schools*— For boys	...	...	...	...	...	...	...	...	...	...	...	...	12	658	614	526
School education, general. — *Primary schools*— For girls	...	...	...	...	...	...	...	...	...	...	...	...	9	457	429	371
Total	...	...	...	...	...	...	...	...	...	...	...	...	21	1,115	1,043	897
School education, special. — *Schools for special instruction*— Training schools for mistresses	...	...	...	...	...	...	...	...	...	...	...	...	1	13	10	11
School education, special. — Industrial schools (*a*)	...	...	...	...	...	...	...	...	...	...	...	...	1	85	70	61
School education, special. — Other schools (*a*)	...	...	...	...	...	...	...	...	...	...	...	...	1	28	25	23
Total	...	...	...	...	...	...	...	...	...	...	...	...	3	126	105	95
Total of public institutions	2	417	415	380	...	...	...	...	...	...	...	...	84	6,882	6,597	5,831
Private Institutions	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total of private institutions	...	...	...	...	...	...	...	...	...	...	...	...	...	...	..	...
Grand total	2	417	415	380	...	...	...	...	...	...	...	...	84	6,882	6,597	5,831

(*a*) These relate to Higher class Technical, Art or Industrial schools.

in the Madras Presidency for the official year 1912–13.

institutions.															
management.															
Unaided.						Number of scholars on the 31st March learning			Classification of scholars on the 31st March according to race or creed.						
Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Grand total of institutions.	Grand total of scholars on the 31st March.	English.	A classical language.	A vernacular language.	Europeans and Eurasians.	Indian Christians.	Hindus.	Muhammadans.	Others.	Number of girls in boys' schools.	Number of boys in girls' schools.
18	19	20	21	22	23	24	25	26	27	28	29	30	31.	32	33
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	11	1,531	1,531	(C)	658	1,461	45	11	1	13	183	...
...	...	...	...	20	1,636	1,636	36	832	1,568	23	10	1	34	545	...
...	...	...	...	12	1,424	1,424	459	269	1,336	31	33	3	21	...	192
...	...	...	...	19	1,467	1,467	39	724	1,375	36	39	2	15	...	345
...	...	...	...	62	6,058	6,058	1,200	2,483	5,740	135	93	7	83	728	537
...	...	...	...	12	658	658	...	170	628	33	...	...	2	311	...
...	...	...	...	9	457	457	...	58	443	9	2	...	3	...	187
...	...	...	...	21	1,115	1,115	...	228	1,066	42	2	...	5	311	187
...	...	...	...	1	13	13	...	...	13	...	...	...	...	...	...
...	...	...	...	1	85	76	...	9	72	13	...	...	...	...	...
...	...	...	...	1	28	28	...	...	23	...	5	...	...	...	4
...	...	...	...	(b) 3	126	117	...	9	108	13	5	...	...	...	4
...	...	...	...	86	7,299	7,290	1,200	2,720	6,914	190	100	7	88	1,039	728
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	86	7,299	7,290	1,200	2,720	6,914	190	100	7	88	1,039	728

(b) All these are girls' schools with 122 girls and 4 boys.

(4)—*Return of expenditure on public instruction*

Objects of expenditure.	Public										
	Under public										
	Managed by Government.							Managed by District or			
	Provincial revenues.	District funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	District funds.	Municipal funds.	Fees.
1	2	3	4	5	6	7	8	9	10	11	12
	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.
Collegiate education.											
Arts Colleges—											
English { for boys	2,63,483	...	...	98,099	...	(a) 2,712	3,64,294	...	...	4,667	26,510
English { for girls	...	...	...	...	...	...	...	...	...	...	...
Oriental	...	...	...	...	...	...	...	...	...	...	...
Colleges or departments of Colleges for professional training—											
Law	...	...	...	(b) 34,765	...	32	34,797	...	...	...	...
Medicine	...	...	...	...	...	...	...	...	...	...	...
Engineering	83,549	...	...	24,395	...	(c) 1,258	1,09,202	...	...	...	...
Teaching	60,831	...	...	220	(d) 859	585	62,495	...	...	...	...
Agriculture	...	...	...	...	...	...	...	...	...	...	...
Total ...	4,07,863	...	...	1,57,479	859	4,587	5,70,788	...	...	4,667	26,510
School education, general.											
Secondary Schools—											(g)
For boys { High schools, English* ...	(e) 52,132	...	...	26,085	...	1,156	(f) 79,373	25,548	...	10,941	2,53,375
For boys { Middle { English † ...	3,950	...	...	1,171	...	4	5,125	3,810	10,512	2,402	1,20,348
For boys { Middle { Vernacular ...	...	...	...	...	...	...	...	...	...	...	...
For girls { High { English * ...	(h) 33,095	...	...	1,658	...	57	(i) 34,810	...	...	...	...
For girls { High { Vernacular ...	...	...	...	...	...	...	...	...	...	...	...
For girls { Middle { English † ...	2,386	...	...	...	...	...	2,386	...	...	...	...
For girls { Middle { Vernacular ...	...	...	...	...	...	...	...	...	...	...	...
Total ...	91,563	...	...	28,914	...	1,217	1,21,694	(j) 27,358	10,512	13,343	3,73,723
Primary Schools—											
For boys { Upper Primary ‡ ...	80,994	...	...	4,965	...	...	85,959	...	6,71,276	1,06,341	1,35,796
For boys { Lower Primary § ...	13,929	...	...	32	...	...	13,961	...	7,06,564	87,523	1,520
Total Primary boys ...	94,923	...	...	4,997	...	...	99,920	...	13,77,840	1,93,864	1,37,316
For girls { Upper Primary ‡ ...	1,97,012	...	...	6,692	...	412	2,04,116	...	14,188	11,412	142
For girls { Lower Primary § ...	12,506	...	...	93	...	...	12,599	...	42,615	4,447	...
Total Primary girls ...	2,09,518	...	...	6,785	...	412	2,16,715	...	56,803	15,859	142
Total primary schools for boys and girls ...	3,04,441	...	...	11,782	...	412	3,16,635	...	14,34,643	2,09,723	1,37,458
School education, special.											
Schools for special instruction—					(m)						
Training schools for masters	3,44,808	(k) 2,428	(l) 1,500	150	1,071 (n)	604	3,50,561	...	54,307	58	...
Do. for mistresses ...	41,487	...	...	90	138	11	41,726	...	...	...	...
School of Arts	44,800	...	...	99	...	6,425	51,324	...	...	...	...
Law schools	...	...	...	...	...	...	...	...	...	...	...
Medical schools	...	...	...	...	...	...	...	...	...	...	...
Engineering and Surveying schools ...	...	...	...	...	...	...	...	...	...	...	...
Technical and Industrial schools ...	15,217	...	...	25	...	6,842	22,084	...	...	...	...
Commercial schools	1,643	...	...	6,497	...	49	8,189	...	...	...	...
Agricultural schools	...	...	...	...	...	...	...	...	...	...	...
Reformatory schools	18,108	...	...	...	...	5,330	23,438	...	...	...	...
Other schools	(o) 6,723	...	300	279	...	...	(p) 7,302	...	...	674	...
Total ...	4,72,786	2,428	1,800	7,140	1,209	19,261	5,04,624	...	54,307	732	...
Buildings	(q) 2,16,017	...	...	...	...	...	2,16,017	(r) 7,500	2,13,440	1,02,705	...
Furniture and apparatus (special grants only)	...	...	...	...	...	...	...	31,326	...	...	...
Total ...	2,16,017	...	...	...	...	...	2,16,017	38,826	2,13,440	1,02,705	...
University	...	...	...	...	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in											
Arts colleges	...	...	...	...	...	...	...	...	...	...	...
Medical college	...	...	...	...	...	...	...	...	...	...	...
Other Professional colleges ...	...	...	...	...	...	...	...	...	...	...	...
Secondary schools	...	...	...	...	...	...	...	...	...	...	...
Primary schools	...	...	...	...	...	...	...	...	...	...	...
Medical schools	...	...	...	...	...	...	...	...	...	...	...
Technical schools	...	...	...	...	...	...	...	...	...	...	...
Other special schools	...	...	...	...	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...	...	...
Total expenditure on public instruction ...	14,92,670	2,428	1,800	2,05,315	2,068	25,477	17,29,758	66,184	17,12,902	3,31,170	5,37,691

* European High schools and Non-European Secondary schools having forms above the third.

† European Middle schools, Non-European Secondary schools with no forms higher than the third and also Preparatory Secondary schools with classes up to the fourth.

‡ European Primary schools, Elementary schools (Non-European) with standards above the fourth and those with standards up to and including he fourth.

§ Elementary schools with standards below the fourth.

(*a*) Non-departmental, Rs. 416.
(*b*) Law College Surplus fees, Rs. 56,222.
(*c*) Non-departmental, Rs. 53.
(*d*) Non-departmental, Rs. 859.
(*e*) Lawrence Memorial School, Male Branch, Provincial Grant, Rs. 20,178.
(*f*) Lawrence Memorial School, Male Branch, Total cost, Rs. 20,178.
(*g*) Surplus fees to Local Board, Rs. 2,226.
(*h*) Lawrence Memorial School, Female Branch, Provincial Grant, Rs. 9,749.
(*i*) Lawrence Memorial School, Female Branch, Total cost, Rs. 9,749.
(*j*) Net cost of Municipal schools.

in the Madras Presidency for the official year 1912-13.

institutions.

management.										Under private management.						
Municipal Boards.			Managed by Native States.							Aided by Government or by District or by Municipal Boards.						
Subscriptions.	Endowments and other sources.	Total.	Native State revenues.	District funds in Native States.	Municipal funds raised in Native States.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	District funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29
RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.
...	382	31,559	...	...	...	...	...	...	...	91,344	...	...	3,43,554	774	1,68,418	6,04,090
...	...	...	...	...	...	...	...	...	...	2,390	...	...	888	10	4,054	7,342
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	..	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	382	31,559	...	...	...	...	...	...	...	93,734	...	...	3,44,442	784	1,72,472	6,11,432
...	1,265	2,89,129	...	...	...	...	...	...	...	2,32,641	1,000	...	13,36,742	50,822	2,81,499	19,02,204
990	546	1,58,608	...	...	...	...	...	...	...	73,014	...	...	2,53,189	13,750	1,14,947	4,54,900
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	80,997	...	...	46,172	7,111	1,08,026	2,42,306
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	42,018	...	...	18,475	4,021	61,903	1,26,417
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
990	1,811	4,27,737	...	...	...	...	...	...	...	4,28,670	1,000	...	16,54,578	75,204	5,66,375	27,25,827
930	829	9,15,172	...	...	...	...	1,118	...	1,118	3,00,861	6	30,327	1,48,574	17,845	2,58,922	7,56,535
20	205	7,95,832	...	...	...	50	318	...	368	7,90,020	20	29,444	2,70,773	34,519	3,15,730	14,40,506
950	1,034	17,11,004	...	...	...	50	1,436	...	1,486	10,90,881	26	59,771	4,19,347	52,364	5,74,652	21,97,041
...	...	25,742	...	...	...	18	70	301	389	1,16,918	...	18,873	27,685	20,148	2,23,391	4,07,015
253	559	47,874	...	...	...	..	...	...	...	25,553	...	3,031	1,950	1,247	29,583	61,364
253	559	73,616	...	...	..	18	70	301	389	1,42,471	...	21,904	29,635	21,395	2,52,974	4,68,379
1,203	1,593	17,84,620	...	...	...	68	1,506	301	1,875	12,33,352	26	81,675	4,48,982	73,759	8,27,626	26,65,420
...	6	54,371	...	...	...	...	..	...	...	62,835	299	...	189	206	26,541	90,070
...	...	...	...	...	...	...	...	...	...	40,445	...	...	290	401	20,738	61,874
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	..	...
...	...	...	...	...	..	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	..	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	31,139	...	...	1,717	11,541	1,70,437	2,14,834
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	160	...	...	84	...	1,296	1,540
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	674	...	...	...	..	...	...	...	2,200	...	...	5,477	132	310	8,119
...	6	55,045	...	...	...	...	...	...	...	1,36,779	299	...	7,757	12,280	2,19,322	3,76,437
24,008	1,814	3,49,467	...	...	...	...	...	...	...	(s) 2,17,168	..	...	...	79,332	3,14,978	6,11,478
...	...	31,326	...	...	...	...	...	...	...	3,49,452	...	...	...	...	...	3,49,452
24,008	1,814	3,80,793	...	...	...	...	...	...	...	5,66,620	...	...	...	79,332	3,14,978	9,60,930
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	..	...	...	...	...	...	...	...	...	...	...	..	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...

(4)—*Return of expenditure on public instruction in the Madras Presidency for the official year* 1912-13—continued.

Objects of expenditure—*cont.*	Public institutions—*cont.*				Total expenditure from						Grand Total.
	Under private management—*cont.*										
	Unaided.										
	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	District funds.	Municipal funds.	Fees.	All other sources.		
									Private.	Public.	
	30	31	32	33	34	35	36	37	38	39	40
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Collegiate education.											
Arts Colleges—											
English { for boys	12,383	...	19,353	31,736	3,54,827	...	4,667	4,80,548	1,91,639	...	10,31,679
English { for girls	...	...	...	...	2,390	...	...	888	4,064	...	7,342
Oriental	...	...	...	...	...	...	...	...	...	...	...
Colleges or departments of Colleges for professional training—											
Law	...	...	...	...	...	...	...	34,765	32	...	34,797
Medicine	...	...	...	...	...	...	...	...	...	...	...
Engineering	...	...	...	...	83,549	...	...	24,395	1,258	...	1,09,202
Teaching	...	...	...	...	60,831	...	...	220	1,444	...	62,495
Agriculture	...	...	...	...	...	...	...	...	...	...	...
Total	12,383	...	19,353	31,736	5,01,597	...	4,667	5,40,814	1,98,437	...	12,45,515
School education, general.											
Secondary Schools—											
For boys { High schools, English*	48,107	1,029	25,914	75,050	3,08,321	1,000	10,941	16,64,309	3,61,185	...	23,45,756
For boys { Middle schools { English †	10,050	275	5,914	16,239	80,774	10,512	2,402	3,84,758	1,36,426	...	6,14,872
For boys { Middle schools { Vernacular	...	...	...	...	...	...	...	...	...	...	...
For girls { High schools. { English *	...	...	...	...	1,14,092	...	...	47,830	1,15,194	...	2,77,116
For girls { High schools. { Vernacular	...	...	...	...	...	...	...	...	...	...	...
For girls { Middle schools. { English †	...	...	500	500	44,404	...	...	18,475	66,424	...	1,29,303
For girls { Middle schools. { Vernacular	...	...	...	...	...	...	...	...	...	...	...
Total	58,157	1,304	32,328	91,789	5,47,591	11,512	13,343	21,15,372	6,79,229	...	33,67,047
Primary Schools—											
For boys { Upper Primary ‡	6,277	1,249	18,532	26,058	3,81,355	6,71,282	1,36,668	2,95,612	2,99,425	...	17,84,842
For boys { Lower Primary §	1,15,374	14,353	89,636	2,19,363	8,03,949	7,06,584	1,16,967	3,87,749	4,54,781	...	24,70,030
Total Primary boys	1,21,651	15,602	1,08,168	2,45,421	11,85,304	13,77,866	2,53,635	6,83,361	7,54,206	...	42,54,872
For girls { Upper Primary ‡	163	675	17,023	17,861	3,13,930	14,188	30,285	34,700	2,62,020	...	6,55,123
For girls { Lower Primary §	575	187	6,878	7,640	38,059	42,615	7,478	2,618	38,707	...	1,29,477
Total Primary girls	738	862	23,901	25,501	3,51,989	56,803	37,763	37,318	3,00,727	...	7,84,600
Total Primary Schools for boys and girls	1,22,389	16,464	1,32,069	2,70,922	15,37,793	14,34,669	2,91,398	7,20,679	10,54,933	...	50,39,472
School education, special.											
Schools for special instruction—											
Training schools for masters	...	...	2,317	2,317	4,07,643	57,034	1,558	339	30,745	...	4,97,319
Do. for mistresses	...	...	...	...	81,932	...	...	380	21,288	...	1,03,600
School of Arts	...	...	...	...	44,800	...	...	99	6,425	...	51,324
Law schools	...	...	...	...	...	...	...	...	...	...	...
Medical schools	...	...	...	...	...	...	...	...	...	...	...
Engineering and Surveying schools	...	...	...	...	...	...	...	...	...	...	...
Technical and Industrial schools	...	...	...	...	46,356	...	...	1,742	1,88,820	...	2,36,918
Commercial schools	...	...	...	...	1,643	...	...	6,497	49	...	8,189
Agricultural schools	...	1,117	1,002	2,119	160	...	...	84	3,415	...	3,659
Reformatory schools	...	...	...	...	18,108	...	...	...	5,330	...	23,438
Other schools	13,101	476	3,590	17,167	8,923	...	974	18,857	4,508	...	33,262
Total	13,101	1,593	6,909	21,603	6,09,565	57,034	2,532	27,998	2,60,580	...	9,57,709
Buildings	...	38,629	12,503	51,132	4,40,685	2,13,440	1,02,705	...	4,71,264	...	12,28,094
Furniture and apparatus (special grants only)	...	...	...	...	3,80,778	...	...	...	...	...	3,80,778
Total	...	38,629	12,503	51,132	8,21,463	2,13,440	1,02,705	...	4,71,264	...	16,08,872
University	...	...	...	...	6,15,480	...	...	(*t*) 1,63,720	34,060	...	8,13,260
Direction	...	...	...	...	1,10,717	...	...	...	...	...	1,10,717
Inspection	...	...	...	...	7,87,960	...	...	...	...	...	7,87,960
Scholarships held in											
Arts colleges	...	...	...	...	13,589	104	...	...	16,590	...	30,283
Medical college	...	...	...	...	...	...	...	...	...	...	...
Other Professional colleges	...	...	...	...	6,891	...	...	...	5,167	...	12,058
Secondary schools	...	...	...	...	54,426	261	...	...	16,358	...	71,045
Primary schools	...	...	...	...	19,013	242	...	...	529	...	19,784
Medical schools	...	...	...	...	...	...	...	...	...	...	...
Technical schools	...	...	...	...	8,966	237	9	...	2,384	...	11,596
Other special schools	...	...	...	...	455	...	...	...	...	...	455
Miscellaneous	...	...	...	...	(*u*) 1,84,399	9,843	...	5,75,405	9,16,870	...	(*v*) 16,86,517
Total	...	...	...	...	18,01,896	10,687	9	7,39,125	9,91,958	...	35,43,675
Total expenditure on public instruction	2,06,030	57,990	2,03,162	4,67,182	(*w*) 58,19,905	17,27,342 (*x*)	4,14,454 (*y*)	41,43,988	36,56,401	...	1,57,62,290

* European High schools and Non-European Secondary schools having forms above the third.

† European Middle schools, Non-European Secondary schools with no forms higher than the third and also Preparatory Secondary schools with classes up to the fourth.

‡ European Primary schools, Elementary schools (Non-Europeans) with standards above the fourth and those with standards up to and including the fourth.

§ Elementary schools with standards below the fourth.

(*t*) Surplus fees (University), Rs. 18,833.
(*u*) Includes special grant to Lawrence Memorial School, Rs. 48,230 and Endowment grant Rs. 1,650.
(*v*) Includes expenditure on Private schools and hostels.
(*w*) Includes grants to Orphanages not paid through the department, Rs. 1,320.
(*x*) Includes Provincial Contribution, Rs. 7,51,207.
(*y*) Do. do. „ 43,061.

(4 a)—*Return of expenditure on European colleges and schools in the Madras Presidency for the official year* 1912-13.

Objects of expenditure.	Public institutions.																				
	Under public management.																				
	Managed by Government.							Managed by District or Municipal Boards.							Maintained by Native States.						
	Provincial revenues.	District funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	District funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	District funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Collegiate education. *Arts Colleges*— English { For boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School education, general. *Secondary Schools*— For boys { High schools, English	20,178	...	...	...	...	...	20,178	...	...	...	...	...	...	...	...	...	...	...	...	...	...
{ Middle schools, English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls { High schools, English	9,749	...	...	...	...	...	9,749	...	...	...	...	...	...	...	...	...	...	...	...	...	...
{ Middle schools, English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	29,927	...	...	...	...	...	29,927	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Primary Schools— For boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School education, special. *Schools for special instruction*— Training schools for masters	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Do. for mistresses	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Industrial schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other schools	5,428	...	...	...	...	...	5,428	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	5,428	...	...	...	...	...	5,428	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Buildings	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Furniture and apparatus (special grants only)	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in { Arts colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
{ Professional colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
{ Secondary schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
{ Elementary schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total expenditure on European education	35,355	...	...	...	...	...	35,355	...	...	...	...	...	...	...	...	...	...	...	...	...	...

(4 a)—*Return of expenditure on European colleges and schools in the Madras Presidency for the official year* 1912-13—continued.

Objects of expenditure—*cont.*	Public institutions—*continued.*											Total expenditure from						Grand Total.
	Under private management.																	
	Aided by Government or by District or by Municipal Boards.							Unaided.										
	Provincial revenues.	District funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	District funds.	Municipal funds.	Fees.	All other sources.		
																Private.	Public.	
	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Collegiate education. *Arts Colleges*— English { For boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
{ For girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School education, general. *Secondary Schools*— For boys { High schools, English ...	52,172	...	...	33,272	6,883	57,615	1,49,942	...	...	...	...	72,350	...	...	33,272	64,498	...	1,70,120
{ Middle schools, English ...	34,474	...	...	21,888	4,199	54,535	1,15,096	...	...	...	...	34,474	...	...	21,888	58,734	...	1,15,096
For girls { High schools, English ...	37,611	...	...	27,362	3,500	58,609	1,27,082	...	...	...	...	47,360	...	...	27,362	62,109	...	1,36,831
{ Middle schools, English ...	27,331	...	...	10,058	3,838	43,124	84,851	...	...	...	...	27,331	...	...	10,058	46,962	...	84,851
Total ...	1,52,088	...	...	92,580	18,420	2,13,883	4,76,971	...	...	...	...	1,82,015	...	...	92,580	2,32,303	...	5,06,898
Primary Schools— For boys	9,052	...	...	3,097	3,339	8,724	24,212	...	...	...	...	9,052	...	...	3,097	12,063	...	24,212
For girls	6,132	...	...	1,835	2,091	5,386	15,444	...	...	...	...	6,132	...	...	1,835	7,477	...	15,444
Total ...	15,184	...	...	4,932	5,430	14,110	39,656	...	...	...	...	15,184	...	...	4,932	19,540	...	39,656
School education, special. *Schools for special instruction*— Training schools for masters	693	...	...	...	...	...	693	...	...	...	...	693	...	...	...	...	...	693
Do. for mistresses ...	4,414	...	...	290	...	2,198	6,902	...	...	...	...	4,414	...	...	290	2,198	...	6,902
Industrial schools	450	...	...	...	...	1,537	1,987	...	...	...	...	450	...	...	...	1,537	...	1,987
Other schools	2,000	...	...	3,869	...	132	6,001	...	...	...	...	7,428	...	...	3,869	132	...	11,429
Total ...	7,557	...	...	4,159	...	3,867	15,583	...	...	...	...	12,985	...	...	4,159	3,867	...	21,011
Buildings	37,825	...	...	...	628	26,497	64,950	...	...	...	...	37,825	...	...	...	27,125	...	64,950
Furniture and apparatus (special grants only).	57,248	...	...	...	...	...	57,248	...	...	...	...	57,248	...	...	...	...	...	57,248
Total ...	95,073	...	...	...	628	26,497	1,22,198	...	...	...	...	95,073	...	...	...	27,125	...	1,22,198
Scholarships held in. Arts colleges	...	...	...	...	...	...	...	...	...	...	...	2,042	...	...	...	...	...	2,042
Professional colleges	...	...	...	...	...	...	...	...	...	...	...	120	...	...	...	...	...	120
Secondary schools	...	...	...	...	...	...	...	...	...	...	...	2,936	...	...	...	1,537	...	4,473
Elementary schools	...	...	...	...	...	...	...	...	...	...	...	2,106	...	...	...	...	...	2,106
Miscellaneous	...	...	...	...	...	...	...	...	...	...	...	1,39,244	...	...	89,579	2,28,307	...	4,57,130
Total ...	...	...	...	...	...	...	...	...	...	...	...	1,46,448	...	...	89,579	2,29,844	...	4,65,871
Total expenditure on European education ...	2,69,902	...	...	1,01,671	24,478	2,58,357	6,54,408	...	...	...	...	4,51,705	...	...	1,91,250	5,12,679	...	11,55,634

(5)—*Return of the stages of instruction of pupils in public schools for general education in the Madras Presidency for the official year* 1912–13.

Classes of schools.			Number of schools.	Number of pupils on the rolls on the 31st March.	HIGH STAGE. Comprising all pupils who have passed beyond the Lower Secondary (middle) stage, but have not passed the Matriculation examination.			MIDDLE STAGE. (c) Comprising all pupils who have passed beyond the Upper Primary stage, but have not passed beyond the Lower Secondary (middle) stage.			UPPER PRIMARY STAGE. Comprising all pupils who have passed beyond the Lower Primary stage, but have not passed beyond the Upper Primary stage.			LOWER PRIMARY STAGE. Comprising all pupils who have not passed beyond the Lower Primary stage.						Total.		
															Reading printed books.			Not reading printed books.					
					1			2			3			4			5					
					Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Secondary Schools—																						
(a) For boys.	Government	English	6	1,376	464	...	464	466	...	466	114	...	114	278	1	279	51	2	53	1,373	3	1,376
		Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	District Board	English	63	12,660	1,417	1	1,418	5,179	22	5,201	2,381	29	2,410	3,386	112	3,498	132	1	133	12,495	165	12,660
		Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Municipal	English	20	6,821	1,547	2	1,549	2,772	3	2,775	1,082	3	1,085	1,382	8	1,390	22	...	22	6,805	16	6,821
		Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Native States	English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Aided ...	English	264	85,004	19,024	41	19,065	29,755	242	29,997	11,934	152	12,086	22,219	956	23,175	604	77	681	83,536	1,468	85,004
		Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Unaided ...	English	17	3,702	773	...	773	1,625	15	1,640	561	5	566	693	13	706	17	...	17	3,669	33	3,702
		Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total		370	109,563	23,225	44	23,269	39,797	282	40,079	16,072	189	16,261	27,958	1,090	29,048	826	80	906	107,878	1,685	109,563
(a) For girls.	Government	English	6	828	...	50	50	...	124	124	...	84	84	6	418	424	2	144	146	8	820	828
		Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	District Board	English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Municipal	English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Native States	English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Aided ...	English	61	7,212	...	504	504	39	1,775	1,814	37	822	859	493	3,172	3,665	79	291	370	648	6,564	7,212
		Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Unaided ...	English	1	17	...	...	...	...	17	17	...	...	...	...	...	...	...	...	...	...	17	17
		Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total		68	8,057	...	554	554	39	1,916	1,955	37	906	943	499	3,590	4,089	81	435	516	656	7,401	8,057
Total, Secondary schools			438	117,620	23,225	598	23,823	39,836	2,198	42,034	16,109	1,095	17,204	28,457	4,680	33,137	907	515	1,422	108,534	9,086	117,620
Primary Schools—																						
(b) For boys.	Government		173	9,233	...	...	...	154	...	154	792	13	805	5,473	232	5,705	2,291	278	2,569	8,710	523	9,233
	District Board		5,718	301,327	...	...	...	928	4	932	14,166	517	14,683	198,057	26,771	219,828	50,305	15,579	65,884	258,456	42,871	301,327
	Municipal		423	31,937	...	...	...	106	1	107	1,634	53	1,687	21,257	2,301	23,558	5,505	1,080	6,585	28,502	3,435	31,937
	Native States		6	169	...	...	...	5	...	5	11	...	11	115	5	120	33	...	33	164	5	169
	Aided		14,475	550,834	...	...	...	2,791	123	2,914	16,693	854	17,547	383,937	47,610	431,547	77,578	21,248	98,826	480,999	69,835	550,834
	Unaided		4,428	121,606	...	...	...	142	3	145	719	25	744	81,786	7,435	89,221	25,178	6,318	31,496	107,825	13,781	121,606
	Total		25,223	1,015,106	...	...	...	4,126	131	4,257	34,015	1,462	35,477	685,625	84,354	769,979	160,890	44,503	205,393	884,656	130,450	1,015,106
(b) For girls.	Government		196	22,724	...	...	...	...	687	687	...	1,194	1,194	355	14,318	14,673	90	6,080	6,170	445	22,279	22,724
	District Board		212	12,204	...	...	...	...	17	17	4	122	126	164	7,863	8,027	32	4,002	4,034	200	12,004	12,204
	Municipal		18	1,875	...	...	...	...	26	26	...	58	58	13	1,471	1,484	8	299	307	21	1,854	1,875
	Native States		1	73	...	...	...	...	...	...	...	2	2	...	43	43	...	28	28	...	73	73
	Aided		752	56,561	...	...	...	15	1,541	5566	153	3,278	3,431	3,147	40,705	43,852	543	7,179	7,722	3,858	52,703	56,561
	Unaided		102	4,685	...	...	...	...	94	94	4	127	131	149	2,886	3,035	60	1,365	1,425	213	4,472	4,685
	Total		1,281	98,122	...	...	...	15	2,365	2,380	161	4,781	4,942	3,828	67,286	71,114	733	18,953	19,686	4,737	93,385	98,122
Total, Primary schools			26,504	1,113,228	...	...	...	4,141	2,496	6,637	34,176	6,243	40,419	689,453	151,640	841,093	161,623	63,456	225,079	889,393	223,835	1,113,228
GRAND TOTAL			26,942	1,230,848	23,225	598	23,823	43,977	4,694	48,671	50,285	7,338	57,623	717,910	156,320	874,230	162,530	63,971	226,501	997,927	232,921	1,230,848

(a) These relate to European High and Middle schools and Non-European Secondary schools.

(b) These relate to European Primary schools and all Elementary schools.

(c) The statistics of pupils in standards V to VII of Elementary schools with standards above the IV appear under this head.

(5a)—*Return of the stages of instruction of pupils in public European schools for general education in the Madras Presidency for the official year* 1912-13.

Classes of schools.	Number of schools.	Number of pupils on rolls on the 31st March.	High stage. Comprising all pupils who have passed beyond the Lower Secondary (middle) stage, but have not passed the Matriculation Examination.			Middle stage. Comprising all pupils who have passed beyond the Upper Primary stage, but have not passed beyond the Lower Secondary (middle) stage.			Upper Primary stage. Comprising all pupils who have passed the Lower Primary stage, but have not passed beyond the Upper Primary stage.			Lower Primary stage. Comprising all pupils who have not passed beyond the Lower Primary stage.						Total.		
													Reading printed books.			Not reading printed books.					
			1			2			3			4			5					
			Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Secondary Schools—																				
For boys { Government	1	268	13	...	13	77	...	77	37	...	37	116	...	116	25	...	25	268	...	268
For boys { Aided	30	2,899	149	17	166	636	157	793	274	75	349	1,020	425	1,445	92	54	146	2,171	728	2,899
Total	31	3,167	162	17	179	713	157	870	311	75	386	1,136	425	1,561	117	54	171	2,439	728	3,167
For girls { Government	1	149	...	7	7	...	56	56	...	19	19	...	62	62	...	5	5	...	149	149
For girls { Aided	30	2,742	...	116	116	32	564	596	33	255	288	406	1,160	1,566	66	110	176	537	2,205	2,742
Total	31	2,891	...	123	123	32	620	652	33	274	307	406	1,222	1,628	66	115	181	537	2,354	2,891
Total, Secondary schools	62	6,058	162	140	302	745	777	1,522	344	349	693	1,542	1,647	3,189	183	169	352	2,976	3,082	6,058
Primary Schools—																				
For boys—Aided	12	658	...	...	...	...	...	...	37	24	61	225	207	432	85	80	165	347	311	658
Total	12	658	...	...	...	...	...	...	37	24	61	225	207	432	85	80	165	347	311	658
For girls—Aided	9	457	...	...	...	...	...	...	10	22	32	161	221	382	16	27	43	187	270	457
Total	9	457	...	...	...	...	...	...	10	22	32	161	221	382	16	27	43	187	270	457
Total, Primary schools	21	1,115	...	...	...	...	...	...	47	46	93	386	428	814	101	107	208	534	581	1,115
Grand total	83	7,173	162	140	302	745	777	1,522	391	395	786	1,928	2,075	4,003	284	276	560	3,510	3,663	7,173

(6)—*Return showing the results of prescribed examinations in the Madras Presidency during the official year* 1912-13.

Names of examinations.	Number of institutions sending examinees.				Number of examinees.					Number passed.					Race or creed of passed scholars.							
	Institutions under public management.	Aided institutions.	Other institutions.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.	Europeans and Eurasians.	Indian Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.
																	Brahmans.	Non-Brahmans.				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
ARTS COLLEGES.																						
1. Master of Arts	...	...	...	...	...	...	...	63	63	...	...	....	29	29	...	1	22	5	1	...	...	...
2. Bachelor of Arts (Honours) Preliminary English Language.	1	2	...	3	60	31	...	...	91	60	31	...	...	91	2	5	73	11	...	...	...	...
3. Bachelor of Arts (Science Division)	3	7	4	14	209	551	137	390	1,287	161	366	107	156	790	6	75	554	145	9	...	...	1
4. Bachelor of Science	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
5. { First B.A. (English Language Division)	3	7	4	14	213	546	135	746	1,640	170	381	101	273	925	6	98	656	156	8	...	...	1
5. { Do. B.A. (Second Language Division)	3	7	4	14	185	416	123	221	945	164	355	108	151	778	5	64	549	152	7	...	...	1
5. { Do. B.Sc.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
5. { Do. Arts (Intermediate Examination)	7	21	14	42	414	1,371	493	149	2,427	172	431	184	25	812	14	74	585	124	15	...	...	...
5. { Previous Examination	...	..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
ORIENTAL COLLEGES.																						
1. Master of Oriental Learning	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2. Bachelor of Oriental Learning	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
3. Honours in Sanskrit	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Do. in Arabic	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Do. in Persian	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
4. High Proficiency in Sanskrit	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Do. in Arabic	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Do. in Persian	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
5. Proficiency in Sanskrit	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Do. in Arabic	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Do. in Persian	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Do. in Urdu	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
COLLEGES FOR PROFESSIONAL TRAINING.																						
Law.																						
1. Doctor of Law	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2. Master of Law	...	...	...	...	...	...	...	11	11	...	...	...	1	1	...	1	...	...	...	...	...	...
3. Bachelor of Law	1	...	1	2	152	...	30	207	389	88	...	7	81	176	...	4	137	34	1	...	...	...
4. First Examination in Law	1	...	1	2	221	...	42	227	490	130	...	11	108	249	1	22	176	49	1	...	...	...
Medicine.																						
1. Doctor of Medicine	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2. Bachelor of Medicine (final M.B. and C.M.)	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
3. Honours in Medicine and Surgery	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
4. L.M. & S. (Final)	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
5. Third M.B. and C.M. Examination	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
6. Second M.B. and C.M. Examination	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
7. First M.B. and C.M. Examination	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
8. Second L.M. & S.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
9. First L.M. & S.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
10. L.S.Sc.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

(6)—*Return showing the results of prescribed examinations in the Madras Presidency during the official year* 1912-13—continued.

Names of examinations	Number of institutions sending examinees.				Number of examinees.					Number passed.					Race or creed of passed scholars.							
	Institutions under public management.	Aided institutions.	Other institutions.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.	Europeans and Eurasians.	Indian Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.
																	Brahmans.	Non-Brahmans.				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
COLLEGES FOR PROFESSIONAL TRAINING—*cont.*																						
Engineering.																						
1. M.C.E.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2. B.C.E. or B.E. { Civil	1	...	...	1	16	...	...	...	16	5	...	...	...	5	...	2	3	...	...	...	...	...
2. B.C.E. or B.E. { Mechanical	1	...	...	1	2	...	...	...	2	1	...	...	...	1	...	...	1	...	...	...	...	...
3. L.C.E. (First Examination in Engineering)	1	...	...	1	37	...	...	...	37	17	...	...	...	17	...	3	14	...	...	...	...	...
4. First L.C.E.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Teaching.																						
1. Licentiate in Teaching (New Regulations)	2	...	1	3	114	...	24		147	104	...	23	4	131	1	17	104	9	...	...	...	...
2. Do. do. (Old regulations) Practical	...	...	...	...	15	...	...	..	15	13	...	...	...	13	...	2	11	...	...	...	...	...
SCHOOLS FOR GENERAL EDUCATION.																						
1. Secondary School Leaving Certificate. { Boys	29	127	9	165	619	3,473	228	...	(a) 4,320	617	3,455	227	...	(b) 4,299	19	358	2,607	1,154	156	...	2	3
1. Secondary School Leaving Certificate. { Girls	2	14	..	16	4	76	...	...	(a) 80	4	76	...	...	(b) 80	5	70	...	5	...	...	...	...
2. Matriculation Examination { Boys	2	24	14	40	9	41	91	5	146	6	11	26	3	46	...	6	32	8	...	...	...	...
2. Matriculation Examination { Girls	...	2	...	2	...	3	...	...	3	...	...	...	...	...	...	...	...	...	...	...	...	...
3. Lower Secondary Examination. { Boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
3. Lower Secondary Examination. { Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
4. Upper Primary Examination. { Boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
4. Upper Primary Examination. { Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
5. Lower Primary Examination. { Boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
5. Lower Primary Examination. { Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
6. Public Service Certificate Examination. { Boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
6. Public Service Certificate Examination. { Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOLS FOR SPECIAL EDUCATION.																						
1. Training Schools for Masters. { Upper	6	3	...	9	148	36	...	...	184	117	31	...	...	148	...	34	110		4	...	...	...
1. Training Schools for Masters. { Lower	31	14	2	47	1,312	414	22	...	1,748	821	266	11	...	1,088	1	270	735		61	...	...	21
2. Training Schools for Mistresses. { Upper	1	3	...	4	17	23	...	...	40	16	20	...	...	36	16	19	1		...	...	...	...
2. Training Schools for Mistresses. { Lower	15	6	...	21	115	240	...	...	355	77	223	...	...	300	23	243	30		3	...	...	1
3. School of Arts Examination	...	...	...	...	...	...	...	...	2,252	...	...	...	...	1,207	27	207	439	490	42	2	...	..
4. Medical Examination	...	...	...	...	...	...	...	...	...	..	...	...	...	...	...	...	...	...	...	...	...	...
5. Examination in Engineering and Surveying	1	...	...	1	231	...	...	...	231	220	...	...	...	220	Information not available.							
6. Industrial School Examination	...	...	...	...	...	...	...	...	398	...	...	...	...	263	28	141	15	90	19	...	...	
7. Veterinary Examination	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

(a) Excludes 2,453 candidates or supplementary certificates.

(b) Excludes 2,447 candidates for supplementary certificates but represents all those whose certificates were completed in the year.

7—Return showing the distribution of District and Municipal expenditure on Public Instruction in the Madras Presidency for the official year 1912-13.

(7)—*Return showing the distribution of District and Municipal expenditure on Public Instruction in the Madras Presidency for the official year* 1912–13.

Objects of expenditure.	Expenditure of District Boards on Public Instruction.														
	In institutions managed by District Boards.											In institutions managed by			
	Number of institutions.	Number of scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial revenues.	District funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Government.	Municipal Boards.	Private persons or associations.	Total District Fund expenditure on public instruction.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Collegiate education. *Arts Colleges*— English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Oriental	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Colleges or departments of Colleges for professional training—															
Law	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Teaching	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Agriculture	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School education general. *Secondary Schools*— For boys { High schools, English	...	13	5,227	5,122	4,605	...	...	...	(a) 1,17,302	...	747	1,18,049	...	...	1,000	1,000
For boys { Middle schools { English	...	50	7,433	7,248	6,363.	...	10,512	...	1,06,038	990	539	1,18,079	...	...	...	10,512
For boys { Middle schools { Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls { High schools, English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls { Middle schools { English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls { Middle schools { Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	63	12,660	12,370	10,968	...	10,512	...	2,23,340	990	1,286	2,36,128	...	...	1,000	11,512
Primary Schools— For boys { Upper Primary	...	1,847	135,605	132,812	109,648	...	6,71,276	...	1,25,435	930	743	7,98,384	...	...	6	6,71,282
For boys { Lower Primary	...	3,871	165,722	158,239	130,369	...	7,06,564	...	1,425	20	201	7,08,210	...	...	20	7,06,584
Total Primary boys	...	5,718	301,327	291,051	240,017	...	13,77,840	...	1,26,860	950	944	15,06,594	...	...	26	13,77,866
For girls { Upper Primary	...	28	2,575	2,435	1,965	...	14,188	...	65	...	...	14,253	...	...	...	14,188
For girls { Lower Primary	...	184	9,629	8,803	7,124	...	42,615	...	...	253	2	42,870	...	...	...	42,615
Total Primary girls	...	212	12,204	11,238	9,089	...	56,803	...	65	253	2	57,123	...	...	...	56,803
Total Primary Schools for boys and girls	...	5,930	313,531	302,289	249,106	...	14,34,643	...	1,26,925	1,203	946	15,63,717	...	...	26	14,34,669
Schools for special instruction— Training schools for masters	...	40	746	745	702	...	54,307	58	...	...	6	54,371	2,428	...	299	57,034
Do. for mistresses	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Schools of Art	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Law schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering and surveying schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

School specials	Technical and industrial schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Commercial schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Agricultural schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Reformatory schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Other schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total	...						40	746	745	702	...	54,307	58	...	...	6	54,371	2,428	...	299	57,034
	Buildings	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Furniture and apparatus (special grants only)	...	...	...				...	...	...	...	18,346	2,13,440	...	...	24,008	...	2,37,448	...	...	...	2,13,440
																		18,346				...
	Total	...						...	...	...	...	18,346	2,13,440	...	...	24,008	...	2,55,794	...	...	...	2,13,440
Inspection—																						
Scholarships held in	Arts colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	104
	Medical colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Other Professional colleges			...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Secondary schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	261
	Primary schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	242
	Medical schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
	Technical and industrial schools			...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	237
	Other special schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	9,843
	Total	...						...	...	...	...	...	...	...	...	...	...	...	...	...	...	10,687
	Grand total	...						6,033	326,937	315,404	260,776	18,346	17,12,902	58	3,50,265	26,201	2,238	21,10,010	2,428	...	1,325	17,27,342

(*a*) Surplus fees to Local Boards Rs. 2,226.

(7)—*Return showing the distribution of District and Municipal expenditure on Public Instruction in the Madras Presidency for the official year* 1912-13—continued.

	Objects of expenditure.	Expenditure of Municipal Boards on Public Instruction.															
		In institutions managed by Municipal Boards.										In institutions managed by			Total Municipal expenditure on public instruction.	Total expenditure of District and Municipal Boards on Public Instruction.
		Number of institutions.	Number of scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial revenues.	Municipal funds.	District funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Government.	District Boards.	Private persons or associations.		
		17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
						Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Collegiate education.	*Arts Colleges*—																
	English	3	269	203	178	...	4,667	...	26,510	...	382	31,559	...	...	...	4,667	4,667
	Oriental	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Colleges or departments of Colleges for professional training—																
	Law	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Medicine	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Engineering	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Teaching	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Agriculture	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total ...	3	269	203	178	...	4,667	...	26,510	...	382	31,559	...	...	...	4,667	4,667
School education, general.	*Secondary Schools*—																
	For boys { High schools, English	14	5,840	5,769	5,204	23,548	10,941	...	1,36,073	...	518	1,71,080	...	...	...	10,941	11,941
	For boys { Middle schools { English	6	981	946	829	3,810	2,402	...	14,310	...	7	20,529	...	...	...	2,402	12,914
	For boys { Middle schools { Vernacular	...	...	..	..	...	...	...	..	...	...	...	...	...	...	...	...
	For girls { High schools, English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	For girls { Middle schools { English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	For girls { Middle schools { Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total ...	20	6,821	6,715	6,033	(b) 27,358	13,343	...	1,50,383	...	525	1,91,609	...	...	...	13,343	24,855
	Primary Schools—																
	For boys { Upper Primary	151	16,512	16,190	12,986	...	1,06,341	...	10,361	...	86	1,16,788	...	...	30,327	1,36,668	8,07,950
	For boys { Lower Primary	272	15,425	14,661	12,002	...	87,523	...	95	...	4	87,622	...	...	29,444	1,16,967	8,23,551
	Total Primary boys ...	423	31,937	30,851	24,988	...	1,93,864	...	10,456	...	90	2,04,410	...	...	59,771	2,53,635	16,31,501
	For girls { Upper Primary	8	1,162	1,112	819	...	11,412	...	77	...	...	11,489	...	...	18,873	30,285	44,473
	For girls { Lower Primary	0	713	689	460	...	4,447	...	...	...	557	5,004	...	...	3,031	7,478	50,093
	Total Primary girls ...	18	1,875	1,801	1,279	...	15,859	...	77	...	557	16,493	...	...	21,904	37,763	94,566
	Total Primary Schools for boys and girls ...	441	33,812	32,652	26,267	...	2,09,723	...	10,533	...	647	2,20,903	...	...	81,675	2,91,398	17,26,067
Special education.	*Schools for special instruction*—																
	Training schools for masters	...	...	...	...	...	...	...	...	...	...	...	1,500	58	...	1,558	58,59
	Do. for mistresses	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Schools of Art	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Law schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Medical schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Engineering and surveying schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

Schools for Special Instruction	Technical and industrial schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Commercial schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Agricultural schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Reformatory schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Other schools	...	...	...	...	...	...	4	98	78	46	...	674	...	...	...	...	674	300	...	...	974	74
						Total	...	4	98	78	46	...	674	...	...	...	...	674	1,800	58	...	2,532	59,566
Buildings		...	...	...	...	...	...	...	...	...	...	(c) 7,500	1,02,705	...	...	...	1,814	1,12,019	...	...	...	1,02,705	3,16,145
Furniture and apparatus (special grants only)							...	...	...	...	...	12,986	...	...	...	...	...	12,980	...	...	...	...	...
						Total	...	...	...	...	...	20,480	1,02,705	...	...	...	1,814	1,24,999	...	...	...	1,02,705	3,16,145
Scholarships held in	Inspection—																						
	Arts colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	104
	Medical colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Other Professional colleges			...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Secondary schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	261
	Primary schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2
	Medical schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Technical and industrial schools				...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	9	...
	Other special schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Miscellaneous	...	...	...	...	...	...	..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	9,843
						Total	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	9	10,696
						Grand total	...	468	41,000	39,648	32,524	47,838	3,31,112	...	1,87,426	...	3,368	5,69,744	1,800	58	81,675	4,14,654	21,41,996

(b) Represents net cost to Municipal Schools.

(c) Grants for Hostels.

(8)—*Return showing the attendance and expenditure in hostels and boarding houses in the Madras Presidency for the official year* 1912–13.

Class of Hostels or Boarding houses.	Number of		Number of boarders who are students of					Expenditure from				
	Hostels or Boarding-houses.	Boarders.	Arts colleges.	Colleges for professional training.	Secondary schools.	Elementary schools.	Special schools.	Provincial revenues.	District or Municipal funds.	Subscriptions and other sources.	Fees.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13
For Males.								RS.	RS.	RS.	RS.	RS.
1. Managed by Government ...	13	876	290	122	109	178	177	* 4,255	...	† 1,07,278	74,662	1,86,195
2. Managed by District or Municipal Boards.	2	137	...	...	107	30	...	...	...	10,718	...	10,718
3. Aided by Government or by District or by Municipal Boards.	15	940	...	...	416	523	1	37,974	744	41,558	36,512	1,16,788
4. Unaided	187	8,854	919	...	3,759	3,356	320	...	...	2,75,026	1,79,952	4,54,978
Total ...	217	10,807	1,209	122	4,391	4,087	998	42,229	744	4,24,580	2,91,126	7,68,679
For Females.												
1. Managed by Government ...	2	174	...	...	72	86	16	‡ 8,389	...	§ 37,062	1,347	46,798
2. Managed by District or Municipal Boards.	...	...	...	...	...	...	...	...	...	...	...	..
3. Aided by Government or by District or by Municipal Boards.	22	935	...	...	372	532	31	40,296	2,205	45,117	29,306	1,16,924
4. Unaided	91	4,927	15	...	1,415	3,143	354	...	...	1,47,877	73,284	2,21,161
Total ...	115	6,036	15	...	1,859	3,761	401	48,685	2,205	2,30,056	1,03,937	3,84,883
Grand total ...	332	16,843	1,224	122	6,250	7,848	1,399	90,914	2,949	6,64,636	3,95,063	11,53,562

* Lawrence Memorial school Provincial grant.
† Lawrence Memorial school Miscellaneous receipts, Rs. 1,06,789.
‡ Lawrence Memorial school Provincial grant.
§ Lawrence Memorial school Miscellaneous receipt.

(9)—*Number and qualifications of teachers.*

			* In Primary schools.						† In Middle schools.					‡ In High schools.					§ In colleges.					Total.
			Government.	Board.	Municipal.	Native States.	Aided.	Unaided.	Government.	Board.	Municipal.	Aided.	Unaided.	Government.	Board.	Municipal.	Aided.	Unaided.	Government.	Board.	Municipal.	Aided.	Unaided.	
1			2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
In Schools for Indians.	Teachers of Vernacular.	Trained	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Untrained	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Total ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Anglo-Vernacular Teachers and Teachers of Classical Languages.	Trained	857	6,465	847	6	7,469	661	13	221	26	741	24	72	136	150	1,792	49	39	...	16	131	4	19,719
		Untrained	287	4,281	351	10	19,073	4,773	10	106	16	295	30	26	73	86	992	50	35	...	5	99	14	30,609
		Total ...	1,144	10,746	1,198	16	26,542	5,434	23	327	42	1,036	54	98	209	236	2,784	99	74	...	21	230	15	50,328
		Possessing a degree.	2	...	...	...	5	2	2	7	2	37	1	42	44	62	738	22	62	...	17	166	14	1,225
		Possessing no degree.	1,142	10,746	1,198	16	26,537	5,432	21	320	40	999	53	56	165	174	2,046	77	12	...	4	64	1	49,103
		Total ...	1,144	10 746	1,198	16	26,542	5,434	23	327	42	1,036	54	98	209	236	2,784	99	74	...	21	230	15	50,328
In Schools for Europeans.		Trained	...	...	...	...	40	...	...	...	...	191	...	15	...	...	169	...	...	...	...	...	...	415
		Untrained	...	...	...	...	31	...	...	...	...	81	...	8	...	...	75	...	...	...	...	...	...	195
		Total ...	...	...	...	...	71	...	...	...	...	272	...	23	...	...	244	...	...	...	...	...	...	610
	.....	Possessing a degree	...	...	...	...	1	...	...	...	...	8	...	2	...	...	38	...	...	...	...	...	...	49
		Possessing no degree.	...	...	...	...	70	...	...	...	...	264	...	21	...	...	206	...	...	...	...	...	...	561
		Total ...	...	...	...	...	71	...	...	...	...	272	...	23	...	...	244	...	...	...	...	...	...	610
		Grand Total of all teachers.	1,144	10,746	1,198	16	26,613	5,434	23	327	42	1,308	54	121	209	236	3,028	99	74	...	21	230	15	50,938

* All Elementary schools in the case of schools for Indians.
† Non-European Secondary schools with no form higher than the third and Preparatory Secondary schools with classes up to the fourth in the case of schools for Indians.
‡ Non-European Secondary schools with forms higher than the third in the case of schools for Indians.
§ Excludes Professional colleges.

Government of Madras.

EDUCATIONAL DEPARTMENT

Recd. } 1914. *Enclosures*

Regd. } *Spare copies*

G.O. &c., Nos. 204, 205, 16th February 1914.

Report on Public Instruction.

Reviewing the — in the Madras Presidency for 1912–13.

GOVERNMENT OF MADRAS.

EDUCATIONAL DEPARTMENT.

Order—No. 204, Educational, dated 16th February 1914.

In accordance with the orders of the Government of India, the report is confined to a summary of the salient features of the year's work, information of a more elaborate character being reserved for the next quinquennial report.

2. *Grants from the Government of India.*—The chief events of the year are enumerated in paragraph 2. The outstanding feature was the impetus given to all descriptions of education by the large grants received from the Government of India. At the Coronation Darbar of December 1911 it was announced that a recurring grant of 50 lakhs would be given for the promotion of truly popular education, and of this sum Madras received eight and a quarter lakhs with effect from the 1st April 1912 to be devoted to the expansion and improvement of elementary education for boys, including the extension of the principles of free education, the education of girls, the provision of hostels for students, technical and industrial education and the education of Europeans and Anglo-Indians. Other recurring grants sanctioned by the Government of India during the year were Rs. 65,000 for the development of University work, Rs. 80,000 for the improvement of aided secondary schools, and Rs. 30,000 for the extension of education amongst the poorer classes of the domiciled community in the City of Madras. That Government also made two non-recurring grants to this Presidency, one of four lakhs to the Madras University and another of four and a half lakhs for the improvement or erection of hostels. The grants sanctioned to the University were disbursed to that body to be funded pending submission of schemes for their utilization, which have since been approved. A moiety of the non-recurring grant for hostels was temporarily diverted for the erection of elementary school buildings and a large portion of the grant made for the education of the domiciled community in Madras City had to be carried over to the current year for expenditure on the equipment of schools for that class. Otherwise the grants made by the Government of India were fully utilized during the year.

3. *General statistics of progress.*—With the help of these large grants, much progress, as has been said, was made during the year. The total number of institutions of all classes and grades increased by over 800, or 2·6 per cent., and that of scholars by more than 82,000, or 6·4 per cent. Excluding the figures relating to European schools, the number of students receiving collegiate, secondary and elementary education advanced by 12·3, 7·0 and 8·2 per cent. respectively. Students in professional colleges rose in number from 862 to 1,016 and those in special schools from 7,516 to 8,413.

4. *Total expenditure.*—The total expenditure in the year, direct and indirect, from Provincial funds (including the grants from the Government of India above mentioned), from local and municipal funds and from fees and other sources was the highest on record and amounted to 157·62 lakhs against 135·65 lakhs in 1911–12. Towards this, Provincial funds (including subventions to local boards and municipal councils amounting to 7·69 and ·90 respectively) contributed 65·58 lakhs, or 18·76 lakhs more than in the previous year; local and municipal funds gave 13·45 lakhs or about ·98 more; while from fees and other sources (including subscriptions, income from endowments and the like) came 78·59 lakhs, or about half the total expenditure. In previous years the total under this last head always exceeded the aggregate expenditure from public funds (the excess amounted to 30 per cent. in 1911–12), but during the year under review the amounts contributed by each were almost equal, partly owing to the large increase in the allotments from

Provincial funds and partly to the payment therefrom of large grants to aided colleges and secondary schools for furniture, apparatus and appliances free of any condition requiring a corresponding contribution from their managers. Of the above expenditure of 157·62 lakhs, 106·10 lakhs represented "direct" outlay (*i.e.*, expenditure on colleges and schools) and the balance of 51·52 lakhs "indirect," *i.e.*, expenditure on the University, direction, inspection, buildings, furniture, scholarships and other miscellaneous items, including 11·53 lakhs on hostels. The expenditure from public funds on secondary and elementary schools was 38·34 lakhs, and all but 5·7 lakhs of this was given to the latter. A sum of 25·46 lakhs (five lakhs more than in 1911–12) was spent from Provincial funds on grants-in-aid to institutions under private management, while the expenditure from local and municipal funds upon these was Rs. 1,325 and Rs. 81,675, respectively, the latter figure being nearly Rs. 10,000 less than in the previous year. The average annual cost of education per head of the population was little over six annas, or nine pies more than in the previous year, and just half of this was met from public funds.

5. *University and collegiate education.*—Events of importance in the history of the University were the decision to erect a separate building for its library and to amalgamate therewith the Government Library of Oriental Manuscripts, the beginning of the compilation of a Tamil lexicon by a committee supervised by the Syndicate and the arrangement of special lectures by outside experts in connection with the Honours courses. At the arts colleges, the numbers on the rolls advanced from 4,939 to 5,547, while in the three Government colleges giving instruction in law, engineering and teaching the numbers were 566, 357 and 93, respectively, against 455, 308 and 99 in the previous year.

6. *Secondary and elementary education.*—The number of secondary schools of all grades for non-European boys was 339 with 106,396 pupils. Of these, 160 were complete high schools in which 23,090 boys were reading in forms IV, V and VI. A decrease of four (presumably incomplete schools) in the total number of secondary institutions was accompanied by an increase of nearly 7 per cent. in the number of pupils attending them. Special financial help was afforded to aided schools to better the pay and prospects of their teachers and to improve their equipment (especially for the introduction of practical work in science) and accommodation.

In elementary education a notable advance took place during the year in the number both of schools and scholars, while a beginning was made with the improvement of the teachers employed. With the help of the Imperial grant for popular education already mentioned, 119 municipal and 1,665 board elementary schools for boys were opened during the year, nearly 40 per cent. of which were schools taken over from private management in pursuance of the policy of placing under the care of local boards or municipal councils some of the numerous "teacher-manager" or venture schools. Public elementary schools increased by nearly 5 per cent. and their strength by nearly 8 per cent. The minimum pay of trained or approved teachers in schools under public management was raised from Rs. 8 to Rs. 10 and aided schools were assisted to provide a similar enhancement. Nearly seven lakhs were distributed to local bodies towards the betterment of the accommodation and equipment of elementary schools.

7. *Special education.*—The scheme for the reorganization of the training schools for masters, which provided improved pay and prospects for the staffs, received the sanction of the Secretary of State and was partly given effect to during the year. The portion of it which relates to secondary training schools depends upon the final settlement of the details of the scheme for model secondary schools, but, to allow it to be introduced, temporary arrangements for practising sections have since been sanctioned. To meet the growing need for qualified women-teachers, three more training schools for mistresses were opened. Special arrangements were also made for the training of extra batches of students in most of the existing training schools for masters and a larger number of sessional schools were started.

The number of institutions imparting education of a technical character and the numbers on their rolls declined. This decrease occurred chiefly under "Art education," there being an advance under "Technical education," which comprises civil, mechanical and electrical engineering and telegraphy.

Now that orders have been received from the Secretary of State regarding the constitution of the separate department of industries, and the organization of the three special institutions for technical and industrial education sanctioned by the Government is under way, it is hoped that a definite advance will be made in this branch of education.

8. *Female education.*—Steady progress occurred in the education of girls, the number of schools increasing by 7 per cent. and the pupils under instruction by 10 per cent. Prominent events were the opening of a Government secondary school for girls at Vizagapatam and another at Triplicane with a training school and a hostel for Brahman widows attached to it. This hostel, which has been established with the object of encouraging child-widows to take up teaching as a profession, has begun successfully and the Government have since sanctioned the opening of another hostel for Indian Christians to be attached to the same institution.

9. *European education.*—The college department of the Doveton Protestant College, the only institution of the collegiate grade intended chiefly for Europeans in this Presidency, was closed during the year, apparently from lack of students. The number of Europeans receiving collegiate education increased however from 33 to 49, and an improvement occurred in the numbers in the other grades of instruction. The withdrawal of pupils from school at an early age has been the chief impediment to the education of this class and some portion of the Imperial grant specially made for European education has been utilized to remove it, and further steps to increase facilities are under consideration.

10. *Muhammadan education.*—There was an all-round advance under this head. Here, also, the Imperial grant already referred to mainly contributed to this result, so many as 218 new elementary schools specially for Muhammadans having been opened by local bodies.

11. *Panchama education.*—An increase of about 7,750 in the number of pupils under instruction formed an indication of the progress made by Panchamas.

12. The year was thus marked by increased activity in almost all directions. The organization of the expansion of elementary education fell mainly on the Hon'ble Sir Alfred Bourne personally, and the Government congratulate him and his department upon another successful year's work.

(True Extract.)

W. FRANCIS,
Ag. Secretary to Government.

To the Director of Public Instruction.
,, Surgeon-General.
,, Accountant-General.
,, Registrar, Madras University.
,, Local and Municipal Department.
Editors' Table.

Endorsement—No. 205, Educational, dated 16th February 1914.

Copy to the Government of India, Department of Education.

W. FRANCIS,
Ag. Secretary to Government.

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REPORT

ON

PUBLIC INSTRUCTION

IN THE

MADRAS PRESIDENCY

1913-14.

VOLUME I.

MADRAS:
PRINTED BY THE SUPERINTENDENT, GOVERNMENT PRESS.

1915.

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OFFICE OF THE DIRECTOR OF PUBLIC INSTRUCTION,
MADRAS, 27*th October* 1914.

C. No. 9462 of 1914.

From

THE HON'BLE MR. J. H. STONE, M.A., F.R.H.S., C.I.E.,
Acting Director of Public Instruction,
Madras.

To

THE SECRETARY TO GOVERNMENT,
EDUCATIONAL DEPARTMENT,
Madras.

SIR,

I have the honour to submit my report on the state and progress of education in this Presidency during the year 1913–14.

2. A brief resumé of the chief events of the year is given below, each of them being described at greater length where necessary under the appropriate heads of the report :—

Events of the year.

(1) With a view to the more efficient supervision of education in Bangalore and Coorg, the Inspecting agency was strengthened by the appointment of an additional Inspector in the *cadre* of the Indian Educational Service and the territorial jurisdiction of the old eight circles was revised and a new ninth circle with headquarters at Bangalore was formed. Pending the consideration of a larger scheme for the reorganization of the agency, sanction has been accorded to the continuance for another year of the 48 temporary Sub-Assistant Inspectors referred to in the last report.

(2) The scheme for the reorganization of Training Schools for Masters was given effect to ; and with the view of meeting the growing demand for qualified teachers, temporary training schools and classes were opened in which provision has been made for the training of extra batches of students of the higher as well as the lower elementary grade.

(3) Effect was given to the sanction accorded to the creation of the post of instructor in physical training for European schools on Rs. 200 per mensem temporarily for a period of five years. Mr. S. J. Hall, the instructor so appointed, entered upon his duties in September last.

(4) Sanction was received also to the appointment of two instructors in manual training on a salary of Rs. 400—20—500 each for a period of five years. One of the instructors, viz., Mr. C. R. Porrett, accordingly appointed by the Secretary of State, has just arrived and reported himself for duty.

(5) The following important changes were sanctioned in the Madras Educational Rules :—

(i) In elementary schools under public management all trained and approved teachers, whose pay is less than Rs. 10 a month, have been granted such an allowance as will raise their monthly pay to Rs. 10, the grant of capitation allowance has been extended to trained teachers in schools containing standards higher than the third, and the concession in regard to the admission of pupils belonging to the backward classes has been extended to such pupils reading in schools not expressly intended for such communities.

(ii) In training schools the rate of monthly stipends of secondary teachers has been raised from Rs. 10 to Rs. 12, and the special rate for Hindu and Muhammadan mistresses of the secondary grade from Rs. 12 to Rs. 14; and stipends of Rs. 25 and Rs. 15 have been fixed for European and Anglo-Indian teachers of the elementary grade.

(6) In the Grant-in-Aid Code the following changes were sanctioned during the year :—

(i) The list of backward classes or castes has been further enlarged.

(ii) The scale of teaching grants to elementary schools has been modified with a view to encourage the employment of trained teachers. Instead of a uniform rate of Rs. 36 per year for each teacher, the scale is now Rs. 48 for each trained teacher of the higher elementary grade, Rs. 42 for each trained teacher of the lower elementary grade and Rs. 36 for each untrained teacher.

(iii) The sanctioning authorities have been empowered in the case of elementary schools to increase the rate of grant to one rupee for each pupil belonging to the backward classes.

(iv) It has been ruled that the aid to institutions under private management in connection with the expenditure on gymnasia and games should ordinarily be confined to colleges and secondary schools.

(v) The restriction that no grant should be given for books of the value of eight annas and under has been removed.

(vi) The rates of stipendiary grants for masters and mistresses of the secondary grade have been raised from Rs. 6 and Rs. 8 to Rs. 8 and Rs. 10 per mensem, respectively.

(7) No alteration of any importance was made during the year in the Code of Regulations for European Schools, except that sanction was accorded to the holding of the examination for Teachers' certificates under the code in the month of December instead of April.

(8) In the notification relating to the test for Sub-Assistant Inspectors of Schools the translation test, lower grade, which the Sub-Assistant Inspectors and Inspectresses had to pass, has been replaced by a departmental linguistic test forming part of the sub-assistant's test.

General statistics.

3. Public institutions rose in number and strength by 964 and 99,604 or by 3·5 and 8·0 per cent., respectively. There was an increase under private institutions also, 30 more schools and 8,159 additional pupils having been returned, showing an increase on the previous year of 0·6 and 7·0 per cent. in number and strength, respectively. Thus taking institutions of all classes and grades together it will be observed that there was an accession of 3·1 per cent. to their number and 7·9 per cent. to their strength, the corresponding figures for 1912–13 being 2·6 and 6·4, respectively. All classes of schools (except unaided) participated in the general improvement noticed above.

The proportion of male and female scholars to the respective population of school age also increased further from 36·4 and 7·9 to 39·0 and 8·8 per cent., respectively, and the increase was shared by nearly all classes of the community.

It will be gratifying to note that the total number of scholars unprotected from small-pox which had increased in 1912–13, declined during the year under report by 3·0 per cent.

The number of institutions and scholars in municipal areas shewed an increase of 1·7 and 8·0 per cent., respectively, while the corresponding figures showing the increase in non-municipal areas were 3·3 and 7·9 per cent. The percentage of institutions and scholars in municipal areas to the total number of institutions and scholars was 8·7 and 19·3, respectively.

The total expenditure on education rose during the year from Rs. 158 lakhs to nearly Rs. 180 lakhs, an increase of 14 per cent. The amount met from the five main sources, Provincial funds, District funds, Municipal funds, fees and private funds all increased. The expenditure from the first three sources increased by 13, 39 and 36 per cent., respectively, but these figures do not represent the true incidence of the increased cost of education on the three public funds, as the increase in the District Board and Municipal expenditure was largely met by contributions from Provincial funds; taking the three public funds together there was an increased expenditure of 20 per cent.

The total direct expenditure on education has risen from over Rs. 106 lakhs to nearly Rs. 120 lakhs, the increase being shared by all classes of institutions, viz., colleges, secondary, elementary and special schools. The increase of nearly 10

lakhs on the last two classes of schools was spent mainly in opening additional elementary schools, in increasing the pay of the teachers therein, in placing on a more permanent footing a number of unstable teacher-manager schools, towards the payment of higher rate of stipends in order to offer greater inducement to teachers to undergo training and to the training of extra batches of students with a view to provide for the larger number of teachers required for the expansion of elementary education. A subsidy of nearly 15 lakhs was given for the equipment and maintenance of Board and Municipal schools and the total expenditure by District Boards and Municipalities on their own schools amounted to Rs. 23 lakhs which does not compare favourably with the large amount of subsidy given to the Boards. This may be partially attributed to the fact that the whole subsidy sanctioned during the year could not be spent before the close of the year.

The total indirect expenditure increased from over Rs. 51 lakhs to over Rs. 60 lakhs. The expenditure from each source showed an increase; the most noticeable increase being under buildings, equipment and furniture which showed an increase of 9 lakhs due chiefly to the distribution of Imperial grants given by the Government of India.

In 1912–13, the expenditure on education was shared almost equally between public and private funds while during the year under review, the former showed an increase of 3 per cent. and the latter an equal decrease.

The budget estimate for the year 1913–14 under "22. Education" was Rupees 97,63,000 and the revised estimate Rs. 81,67,000 or including printing at private presses Rs. 81,67,010. The difference under revised estimate is mainly due to the transfer from the educational budget of about Rs. 12 lakhs to the head "45. Civil works" on account of expenditure on educational buildings. The expenditure under the above heads was Rs. 79,51,100 or nearly Rs. 2 lakhs less than the revised estimate. During the year considerable grants have been made from Imperial to Provincial funds earmarked for more or less definite purposes. The Imperial allotments are briefly summarized below.

The first was the non-recurring assignment of Rs. 2·25 lakhs out of Rs. 4·50 lakhs sanctioned in 1912–13 for the improvement of hostels. Two recurring assignments made in previous years, viz., Rs. 80,000 for the improvement of aided secondary schools and Rs. 30,000 for the extension of education amongst the poorer classes of the domiciled community in the City of Madras were fully spent during the year. The Coronation grant of Rs. 8·25 lakhs made in 1912–13 was also entirely spent. Lastly, the lump allotment of Rs. 23 lakhs sanctioned in 1913–14 was made up of the recurring Imperial grant of Rs. 6·80 lakhs and the sum of Rs. 16·20 lakhs being the portion of the non-recurring grant of 49 lakhs made in 1912–13 for education in general. A large portion of the Imperial grants was transferred as special grants for building and equipment and as subsidies to District and Municipal funds and distributed to each Board and Municipality proportionately to their requirements.

Excluding the figures relating to the Lawrence Memorial School, Ootacamund, but including the expenditure on Government educational buildings, provincial receipts and charges aggregated Rs. 3,13,574 and Rs. 82,34,442 against Rs. 2,98,860 and Rs. 67,59,161 in the previous year. The increase under charges will be noticed under Subsidy to District Boards and Municipalities, training schools and grants-in-aid and the nature of increased expenditure on the first two items has been explained above. The figures under grants-in-aid which amounted to Rs. 32,31,497 were swelled by expenditure from Imperial grants and from special allotments from Provincial revenues. The main objects of expenditure were on buildings, hostels, furniture and teaching appliances and the improvement of existing aided elementary schools by the payment of increased teaching grants and an enhanced rate of capitation grant on behalf of girls and pupils belonging to the backward classes and castes.

4. *Controlling Agencies.*—Sir Alfred Bourne was in charge of the department till 21st February 1914 when he went on six months' leave on urgent private affairs and I was in charge for the rest of the year. I was Special Deputy Director

until November 1913 when I availed myself of three months' privilege leave and Mr. A. I. Mayhew acted for me as Special Deputy Director until he was relieved by Mr. E. W. Middlemast on his return from leave on 7th February 1914. Mr. Middlemast continued to hold the post of Special Deputy Director until 30th June 1914 when the appointment ceased to exist. Sir Alfred made seven tours during the year, one of which was to the Civil and Military Station, Bangalore, in connection with the scheme for the establishment of a Training college for Europeans at Bangalore, another to Coimbatore to attend the meeting of the Agricultural Conference and the rest were in connection chiefly with the improvement of elementary education. At the request of Sir Alfred I made special tours in the Tanjore, Trichinopoly, Madura, Tinnevelly, Coimbatore, Nilgiris, Malabar and Salem districts. At Salem I attended the conference of Educational officers which was convened in accordance with the wishes of His Excellency for suggesting measures for the improvement of education in the district. The new Inspector of Schools who was appointed in connection with the formation of an additional circle with head-quarters at Bangalore having arrived, a redistribution of circles was given effect to during the year. The inspecting officers of all grades did more work on the whole and inspected a larger number of schools in spite of the fact that their charges continued to be heavy. Proposals for the strengthening of the inspecting agency are still under consideration.

5. *University and collegiate Education.*—Among the University regulations passed during the year may be mentioned the following:—

(1) The sanction of Government has been accorded to a Transitory Regulation permitting Bachelors of Arts under the old by-laws to appear under certain conditions for the final examination as conducted in the years 1915, 1916 and 1917 in accordance with the regulations for the degree of Bachelor of Arts (Honours). Such of them as pass the examination shall be declared to have qualified for the degree of Master of Arts.

(2) A revised set of regulations for University Lectureships and University Studentships was adopted.

(3) Provision has been made (i) for text-books being prescribed for non-detailed study for Vernacular Composition under Part II of the Course for the Intermediate Examination in Arts, (ii) for a special subject being brought up for the B.A. (Honours) degree examination in English Language and Literature by candidates to whom the linguistic side of the course has more attractions than the literary and (iii) permitting students who have taken Sanskrit as an optional subject in the Intermediate course to continue the study of that language in the Honours course.

(4) The course of study for the L.T. degree examination has been lightened.

(5) In connection with the proposals made for the development of the study upon modern lines of the languages of India and especially of South India Mr. Mark Collins, B.A., PH.D., Professor of Sanskrit and Comparative Philology in the University of Dublin, was appointed as University Professor of Comparative Philology and sanction has recently been accorded to the appointment of four University readers in the Philology of Indian Languages for a period of two years on a monthly salary of Rs. 250 each.

(6) Certain modifications were made in the regulations concerning the position occupied by languages other than English in the courses for the B.A. degree examination.

(7) A course of special University lectures on Differential Geometry, etc., was delivered by Mr. E. H. Neville, Fellow of Trinity College, Cambridge, and they were attended throughout by a large number of teachers and students.

(8) During the year further affiliation was granted to the American Mission College, Madura, in Group II-A—Physical Science and to the Maharaja's College, Vizianagram, in Group V—History and Economics—of the B.A. degree courses. The Maharaja's College, Trivandrum, was affiliated in Branches V (History and Economics) and VII (English Language and Literature), the Maharaja's College, Mysore, in Branch V and the Central College, Bangalore, in Branch II-A (Physical Science) of the B.A. (Honours) degree courses.

In consequence of the raising of the American Mission College, Madura, to the status of a first-grade college, the number of first-grade colleges rose from 10 to 11, while that of second-grade colleges decreased from 21 to 20. The number on the rolls of Arts Colleges notably advanced from 5,547 to 7,000, the increase being shared by all the departments except the post-graduate class. Of the 49 post-graduate students at the close of the year 23 were attending the Presidency College, 21 the Madras Christian College and the remaining 5 the St. Joseph's College, Trichinopoly. For the B.A. Honours Course there were in all 325 students, of whom so many as 204 were in the Presidency College, while the Madras Christian College and the St. Joseph's College, Trichinopoly, had 69 and 52 students respectively.

A summary of the results of the various University examinations will be found in the supplemental statistics. The results of the last Intermediate examination in Arts showed a slight improvement, although the percentage (39) of passes was still small compared with the success at many of the other examinations.

In the three professional colleges under the control of this department, viz., the Law College, the College of Engineering and the Teachers' College, Saidapet, all of which continued to do useful and efficient work, there were 504, 380 and 102 students, respectively, on the rolls on the 31st March last, against 566, 357 and 93 in the previous year. Mr. Nelson, who had long held the office of Principal of the Law College, retired during the year and the post is now held by Mr. A. Davies. Mr. Nelson, however, died shortly after his retirement and his death has been deservedly lamented by his many friends and students in this presidency.

6. *Secondary education.*—The number of pupils receiving instruction in secondary schools rose from 106,396 to 115,425, an increase of over 8 per cent., but there was again an apparent decrease in the total number of secondary institutions from 339 to 332. As a matter of fact, 6 secondary schools were newly opened, 2 were closed, 2 were converted into elementary schools, 5 "branch" schools were in the course of the year "amalgamated" to the parent institutions of which they really form an integral part and 4 small incomplete secondary schools in the Kistna district with a total average daily attendance of only about 160 have become private indigenous schools. There is thus an apparent decrease of 7 institutions but a real increase of 4, or considering public secondary institutions alone there has been a decrease of 2. There were 155 complete secondary schools, and 9 in course of becoming complete, of which 3 had forms up to the fifth and 6 up to the fourth. The number of pupils reading in the three highest forms increased from 23,090 to 24,756 or by over 7 per cent. Out of a total strength of 115,425 pupils reading in secondary schools, only 4,100 or nearly 4 per cent. were in residence in hostels attached to the schools. The number of teachers employed in secondary schools has increased from 4,543 to 4,748, but the increase is greater among those without professional certificates than among those with them.

The general working of the Secondary School Leaving Certificate scheme continued satisfactory, though in some schools sufficient attention is not yet given to the subjects comprised in the "B" portion of the scheme. During the year Shorthand and Typewriting was recognised as an additional optional from which the two "C" group subjects that a pupil should take in order to make himself eligible for admission into Government service might be selected. The courses of study in shorthand and typewriting have been made to correspond with those that are ordinarily followed by pupils who appear for the Government Technical Examination of the Elementary grade. The examination in Shorthand may be in either English or a vernacular. During the year, 4,860 Secondary School Leaving Certificates were completed, while 2,241 candidates were taking a supplementary course in order to improve their certificates, the corresponding figures for last year being 4,379 and 2,447.

Marked advances were made during the year by way of improving the equipment and both general and hostel accommodation in schools. For equipment a sum of Rs. 3,76,990 was spent, much the major portion of which was distributed

as a special grant free of contribution from the managing bodies. Endeavours were also made by distributing grants and subsidies to an amount of over Rs. 1½ lakhs to improve the salaries and prospects of teachers. For compensation to managers for their probable loss of fee income on account of the admission of Muhammadans, Uriyas, girls and pupils belonging to the backward classes and castes a sum of about Rs. 39,000 was granted. Failing the establishment during the year of a State-managed Provident fund for teachers in aided schools, managers have in several instances instituted Provident funds of their own. Expenditure by managers on funds managed under rules approved by the department is admitted in calculating teaching grants.

Excluding the half dozen Municipal and Board secondary schools that were formerly Government institutions and whose net cost is borne by Government, 71 per cent. of the Board and Municipal complete secondary schools are self-supporting, their total expenditure being met from fees alone. In the case of aided schools, fees met 75 per cent., Government grant 10 per cent. and manager's funds 15 per cent.

The total direct expenditure in secondary schools for boys rose from Rs. 26,75,412 to Rs. 28,69,782. The expenditure on Government, Board and unaided schools slightly increased and that on aided schools showed an increase of nearly Rs. 2 lakhs. To the total expenditure, public funds contributed 10 per cent., fees 77 per cent. and other sources 13 per cent. The average cost of educating each student was Rs. 25-5-0. Each pupil paid an average fee of Rs. 19-6-0.

7. *Elementary education.*—Public elementary schools for boys made a further advance both in number of schools and pupils during the year, the one having increased from 25,211 to 26,005 or by 3·1 per cent. and the other from 1,014,448 to 1,088,686 or by 7·3 per cent. The number of elementary schools with standards above the fourth rose from 181 to 207 with a more than corresponding rise in their strength, while the general increase noticed above was mainly in schools teaching only up to the third standard. The percentage of male pupils in public elementary schools to the male population of school age also rose from 29·1 to 31·1. During the year some important changes in the scale of teaching grants were sanctioned, measures were taken which were calculated to raise the emoluments of teachers of schools under public management, and the list of backward classes was enlarged.

There was a net increase of only 21 and 9 in the number of municipal and local board schools respectively, which was due to the fact that for want of funds no subsidies could be sanctioned in the past year for the opening of new schools in addition to the large allotments contributed towards the maintenance of schools opened in previous years with the aid of the Imperial grant. Arrangements have since been made, however, for the opening during the current year of 341 schools, and a subsidy of Rs. 78,480 has been sanctioned for increasing the teaching establishments of existing elementary schools.

The increase in the total number of public schools further resulted in the employment therein of about 2,300 more teachers. To meet the demand for qualified teachers arrangements have been made by which the number of teachers under training in existing training schools has been largely increased as a temporary measure and some new temporary training schools have been opened.

The total expenditure on elementary schools for boys rose from Rs. 42,30,660, to Rs. 48,37,008 towards which public funds contributed Rs. 33,93,186 or 70 per cent. fees Rs. 6,77,888 or 14 per cent. and other sources Rs. 7,65,942 or 16 per cent. Out of the increase of 6 lakhs which was to a large extent met from public funds, over 4½ lakhs was spent on Board schools, and teaching grants to aided elementary schools increased by Rs. 1·20 lakhs. The average cost per pupil was Rs. 4-10-0 against Rs. 4-5-0. Each pupil in a Government school (mostly in Agency tracts) cost Rs. 11-2-3, in a Board school Rs. 6-5-2, and in an aided school Rs. 3-15-4. Fees met 4 per cent. of the expenditure in Government schools, 6 per cent. in Board schools and 18 per cent. in aided schools.

8. *Special Education.*—The number of schools for special education increased further from 197 to 204 and their strength from 8,539 to 9,068, the increase

having been contributed chiefly by Training schools for masters and by sessional schools. The institutions classed as Technical, Industrial or Art schools showed, however, slight fluctuations in number as well as in strength. During the year the scheme for the reorganization of Training schools for masters referred to in the last report was given effect to and the revised scales of salaries were introduced. The six lower Elementary schools, viz., those at Chicacole, Ongole, Anantapur, Madras (Panchama), Cuddalore and Badagara, continued, however, to work under the old scale. To meet the growing demand for qualified Elementary teachers arrangements were made for the training of extra batches of students in almost all the existing training schools, both permanent and temporary, for a course of twenty-two months and a temporary training school was opened at Amalapur for a similar period to train 80 students—40 Higher elementary and 40 Lower elementary. Two Higher Elementary Training schools were also opened, one at Coonoor and the other at Madras, for a period of two years.

The number of training schools for masters increased by seven and their strength by 295. The number of training schools for mistresses both for non-Europeans and Europeans remained the same as in the previous year, viz., 22 and 1, but their strength rose from 452 and 13 to 466 and 19 respectively. The proposal to start additional training schools for mistresses referred to in the last report are still under consideration. As already observed there was an increase of 18 in the number of sessional schools at work during the year and 1,770 teachers or 279 more than in the previous year were trained in them. Sites required for extensions to the Government Training School, Vizagapatam, and for the construction of a hostel and warden's quarters in connection therewith were acquired and steps are being taken to construct the buildings; a site for the construction of a building for the Government Training School for Muhammadans, Madras, was acquired; and a building for the Government Training School, Malappuram and extensions to the Government Training School, Rayachoti, are under construction.

The School of Arts, Madras, the School of Commerce, Calicut, the Reformatory School, Chingleput, and the Art class, Kumbakonam, continued to do efficient work. There was a further decline in the number of pupils in the School of Arts, which is attributed by the Superintendent to the reduction in the total number of scholarships assigned as well as to an imperfect understanding on the part of the public in general of the value of the education imparted in the school.

As many as five students of the School of Commerce, Calicut, qualified for the diploma in commerce and 14 for group certificates in various subjects.

There were on the 31st March last 5,280 students receiving education of a technical character, of whom 1,210 were pursuing Art education, 279 Technical education, 2,127 Industrial education, 1,651 Commercial education, and 13 Agricultural education. The fall from 75 to 13 in the number of agricultural students was due chiefly to the closure of the Agricultural school at Kavali.

The total number of subject candidates examined for the three grades of the Government Technical examinations was 13,573 (including 333 females), of whom 5,992 (including 170 females) were successful. Twelve diplomas, of which one was for drawing, and 111 group certificates, of which 31 were for shorthand, were issued during the year.

The Department of Industries continued to work under Mr. Tressler except during his absence on leave for seven months when M.R.Ry. M. Velayudasari Avargal of the School of Arts was in charge of the educational work of that department. Dr. Marsden and Mr. Guthrie, the dyeing and leather experts, continued to be in charge of their respective departments throughout the year and M.R.Ry. N. Subrahmanya Ayyar headed the peripatetic weaving demonstration party.

The plans of the Technical Institute, Madura, had not been sanctioned by the end of the year under report and the condition of the work remained unchanged. During the year a class was held in the Tinctorial laboratory, Madura, and was attended fairly regularly by the five students who were admitted. The interest was well maintained even though as in the previous year the students suffered from the lack of a sufficient preliminary training. The plans for the Government Tannery, Washermanpet, were sanctioned at the end of March. Mr. Guthrie visited

a few tanneries in different places in order to find out what work was most urgently needed when the laboratory was fitted and he was able to undertake research. Later on he worked in the Chemical laboratory of the Agricultural College, Coimbatore, and during his stay there he did a considerable amount of preliminary work on the manufacture of tanning extracts, trying to find methods suited to Indian conditions. The Chemical apparatus ordered earlier in the year arrived at the end of January and when the tannery is built it may be expected to lead to further practical results of commercial value.

The peripatetic weaving party visited the districts of Salem, Coimbatore and Trichinopoly; but the work in the last named district had not been completed before the close of the year. As a direct result of the party's work 331 fly shuttle slays and 28 dobbies have been introduced.

The control of industrial education has since the close of the year been placed under a separate officer, viz., the Director of Industries.

9. *Female education.*—There was a further advance in the number and strength of schools intended for non-European girls. On the 31st March last there were 179 more schools (163 public and 16 private) and about 14,200 pupils more in attendance than on the corresponding day of the previous year, while including the girls reading in schools not solely intended for them it is observed that the increase in the total number of girls under instruction was over 28,000. The strength of the two colleges for Indian women—viz., Sarah Tucker College, Palamcottah, and U.F.C.M. College, Royapuram—was 28 as against 22 in the previous year and there were besides 38 female students studying in other non-European colleges, as many as 32 of the latter being in the Presidency College. The number of public secondary schools for girls increased by one and their strength by 781 and the increase was fairly spread throughout the various classes and forms. There was a further noteworthy increase in the number of Brahman girls receiving secondary education. This was also the case with the Muhammadan girls whose number has more than doubled in the course of the past two years. Elementary education of non-European girls received a further impetus during the year owing largely to the additional funds made available for the purpose. The number of elementary schools advanced by 163—of which 154 were managed by Local and Municipal Boards—and their strength by 12,686, while the increase in the total number of girls in the elementary stage of instruction in all classes of public institutions was 24,319 and this was fairly distributed among all the districts of the presidency. Though the total number of teachers employed in non-European public secondary and elementary schools for girls who held professional certificates increased during the year it will be seen that about 38 per cent. were still unqualified. It is hoped that this number will diminish gradually as a consequence of the additional number of training schools for mistresses recently opened. The hostel for Brahman widows referred to in the last report was removed to Triplicane and attached to the Government secondary and training school for Indian girls. It had 25 boarders on the 31st March last.

The expenditure on secondary and elementary schools for girls rose from Rs. 9,53,893 to Rs. 10,80,085 towards which public funds contributed Rs. 6,43,018 or 59 per cent., fees Rs. 72,816 or 7 per cent. and other sources Rs. 3,64,251 or 34 per cent., the corresponding percentages in 1912–13 being 55, 7 and 38 respectively. The total expenditure increased by 1·26 lakhs, of which 1·19 lakhs was met from Public funds. The increase of over half a lakh in the expenditure on board schools was mainly due to the opening of additional elementary schools for girls. The teaching grant for aided schools also increased by Rs. 39,000.

10. *European education.*—The total number of institutions for teaching Europeans rose from 86 to 87, the increase being due to the recognition of the Hebron High School at Coonoor, while the number receiving instruction rose from 7,299 to 8,139. This increase in strength is considerable and may be attributed to some extent to the policy of aiding managers to give clothing and free meals to poor children and to allow them compensation for remitting fees of indigent pupils. There has been a further slight improvement in the qualifications of teachers employed in schools for Europeans and their number has

increased from 610 to 613. The establishment of a training college for Europeans has been under discussion but it has been impossible to make much progress with the scheme. Two teachers from this Presidency were undergoing training in the Government Training Class at Sanawar during the year.

In addition to the Imperial recurring grant of Rs. 52,000 provided in the sanctioned budget, another recurring sum of Rs. 57,000 (a part of the recurring portion of 6·80 lakhs out of the Imperial grant of Rs. 23 lakhs) was subsequently sanctioned, making a total of Rs. 1,09,000 available from Imperial funds for European education in general during the year. This sum was utilized for the following objects :—

(1) For improving the pay and prospects of the teaching staffs by enhancing the fixed grants to schools;

(2) For increasing the number of poor children under instruction by compensating managers of schools for the remission of school fees of deserving pupils and for the supply of books and slates to poor pupils, and by making additional payments in the shape of boarding grants on behalf of orphans and the poorer classes of European pupils living in out of the way places;

(3) For helping poor pupils who have shown intelligence to continue their studies by the institution of 22 additional scholarships; and

(4) For the establishment of physical training and domestic economy classes.

Besides the above sum, the recurring grant of Rs. 30,000 was specifically available for poor schools and orphanages in the city of Madras, and also a non-recurring grant of Rs. 25,000 which was the unexpended allotment sanctioned for the same purpose in the previous year. These sums were utilized towards payment of enhanced rate of boarding grants and for grants for free meals and clothing to poor pupils and also for payment of grants for equipment free of contribution by the managers.

Imperial finances further provided a non-recurring grant of Rs. 5½ lakhs the expenditure of which should be extended over the three years 1913–14 to 1915–16. No portion of this grant was spent during the year under review since schemes for its utilization had not fully matured before the close of the year.

The accommodation and equipment in schools continues to improve. The results of the high school and primary examinations showed a considerable improvement over last year's, but those of the middle school examination were disappointing. The failures continue to be mainly in English.

No final orders have yet been received on the report of the Simla Conference but as indicated above a good deal has already been effected in this Presidency on the lines of their recommendations.

The total expenditure in European institutions rose from Rs. 11,55,634 to Rs. 12,93,632, towards which provincial funds contributed Rs. 5,35,369 or 41 per cent. fees Rs. 2,04,047 or 16 per cent. and private funds Rs. 5,54,216 or 43 per cent., the corresponding percentages in 1912–13 being 39, 17 and 44, respectively.

11. *Education of Muhammadans.*—The number of institutions chiefly intended for Muhammadans was 2,439 or 131 less than in the previous year, and their strength diminished by 10,701. The decrease was solely confined to elementary schools for boys which declined in number from 1,399 to 1,238 and in strength from 88,772 to 72,826. The number of secondary and training schools remained the same, viz., 4 and 9, respectively. Notwithstanding the fall in the total number of these institutions there was an increase of one in the number of Government institutions and of 39 in those managed by boards and their total strength increased by 3,188. There was a further advance in the number of Muhammadan scholars in Arts Colleges and in Secondary schools for non-Europeans, from 125 and 5,885 to 167 and 6,529, respectively. The percentage of the total number of Muhammadan scholars in all classes of institutions to the Muhammadan population of school age also rose from 37·4 to 39·6. Of the public schools intended for Muhammadans, 154 were elementary schools for girls attended by 8,454 pupils, these figures showing an increase of 19 in the number of schools and of 1,194 in strength. Private

institutions showed an advance both in number and strength. The schools in the Laccadives continued to make fair progress.

During the year 160 Muhammadans were awarded secondary school-leaving certificates and 79 others passed through a supplementary course under the scheme for the award of such certificates. Of the three Muhammadans who appeared for the Matriculation examination two were successful, while at the Intermediate examination in arts 25 Muhammadans passed out of 95 that appeared. In the English language, second language and science divisions of the B.A. degree examination under the old by-laws out of 19, 3 and 13 registered 1, 2 and 7, respectively passed. In the B.A. degree examination under the new regulations four Muhammadans appeared, of whom one passed in part I and three in part II. One candidate appeared for the M.A. degree examination and one for the B.A. (Honours) Preliminary examination and both of them were successful. At the L.T. degree examination under the new regulations the two Muhammadan candidates that appeared passed. Three Muhammadans passed out of four that appeared for the F.L. examination and two appeared for the B.L. examination and failed.

The expenditure on Muhammadan and Mappilla schools aggregated Rupees 6,80,324 towards which Provincial funds contributed Rs. 1,79,331, Local funds Rs. 2,22,356, Municipal funds Rs. 61,830, fees Rs. 61,104 and subscriptions and other sources Rs. 1,55,703. In other words public funds met 68 per cent., fees 9 per cent. and other sources 23 per cent. of the total expenditure on these schools.

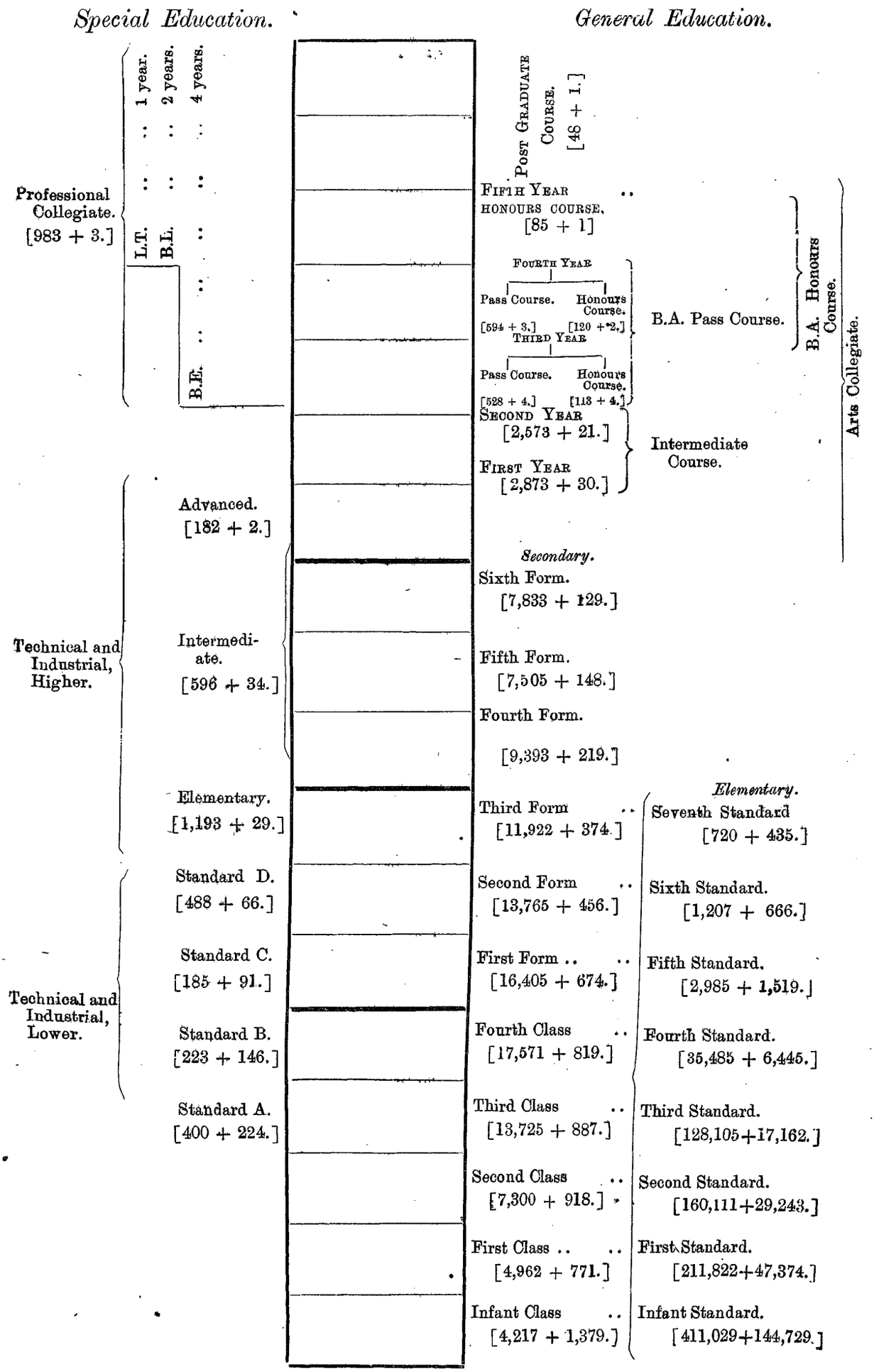
12. *Education of Panchamas.*—This class of the community showed a very marked advance during the year, the total number of institutions and the number of pupils under instruction having risen by 918 and 25,502 respectively. The increase was noticeable in all grades of institutions, both for boys and girls. The increase in the number of Government institutions is due to five schools in the Agency tracts of Ganjām having been returned as intended for Panchamas. The local boards were able to maintain 10 additional schools while the aided schools showed a very satisfactory accession of 877 to their number with a corresponding increase in their strength which, however, seems to have been due partly to the classification of many pupils as Panchamas who were returned as Native Christians in the returns for the previous year.

13. *Education of the Aboriginal and Hill tribes.*—In the agency tracts of the Ganjām, Vizagapatam and Gōdāvari districts where these tribes are usually found in large numbers the number of schools intended for them showed an increase in the first two districts while it remained stationary in the Gōdāvari district. Three more Government schools were opened during the year—two in the Ganjām and one in the Gōdāvari district—while the number of Board schools showed a decrease of one in the Ganjām district. The total number of aboriginal pupils in the Presidency as a whole decreased during the year, although there was a marked advance in the agency tracts mentioned above.

14. *Education of the blind and of deaf-mutes.*—The schools at Palamcottah for the blind and deaf-mutes continued to do good work. Though the schools managed by Miss F. Swainson showed a diminution in strength, it is gratifying to note that more than a third of the pupils who had left had gone out to earn their livelihood—two of them to work as carpenters in the Tuticorin mills—and that one pupil passed the Intermediate examination in Cabinet-making and Joiner's work. The branch school at Vepery opened last year appears to have supplied a want; its strength has risen to 18 (11 boys and 7 girls) during the year and it is likely to rise further if better accommodation is provided and as the existence of the school becomes better known. Three of the pupils attended the School of Arts in the mornings. In the American Evangelical Lutheran Mission school for the blind at Rentachintla there were 11 pupils (4 boys and 7 girls) and instruction was provided for them in the three R's, besides music, weaving, clay-modelling and sewing.

15. *Education of Native Chiefs and Noblemen.*—There is as yet no Chiefs' College in this Presidency, but the question of establishing one is engaging the attention of Government. In the institution maintained at Newington for the education of minors of the estates under the Court of Wards there were as in last

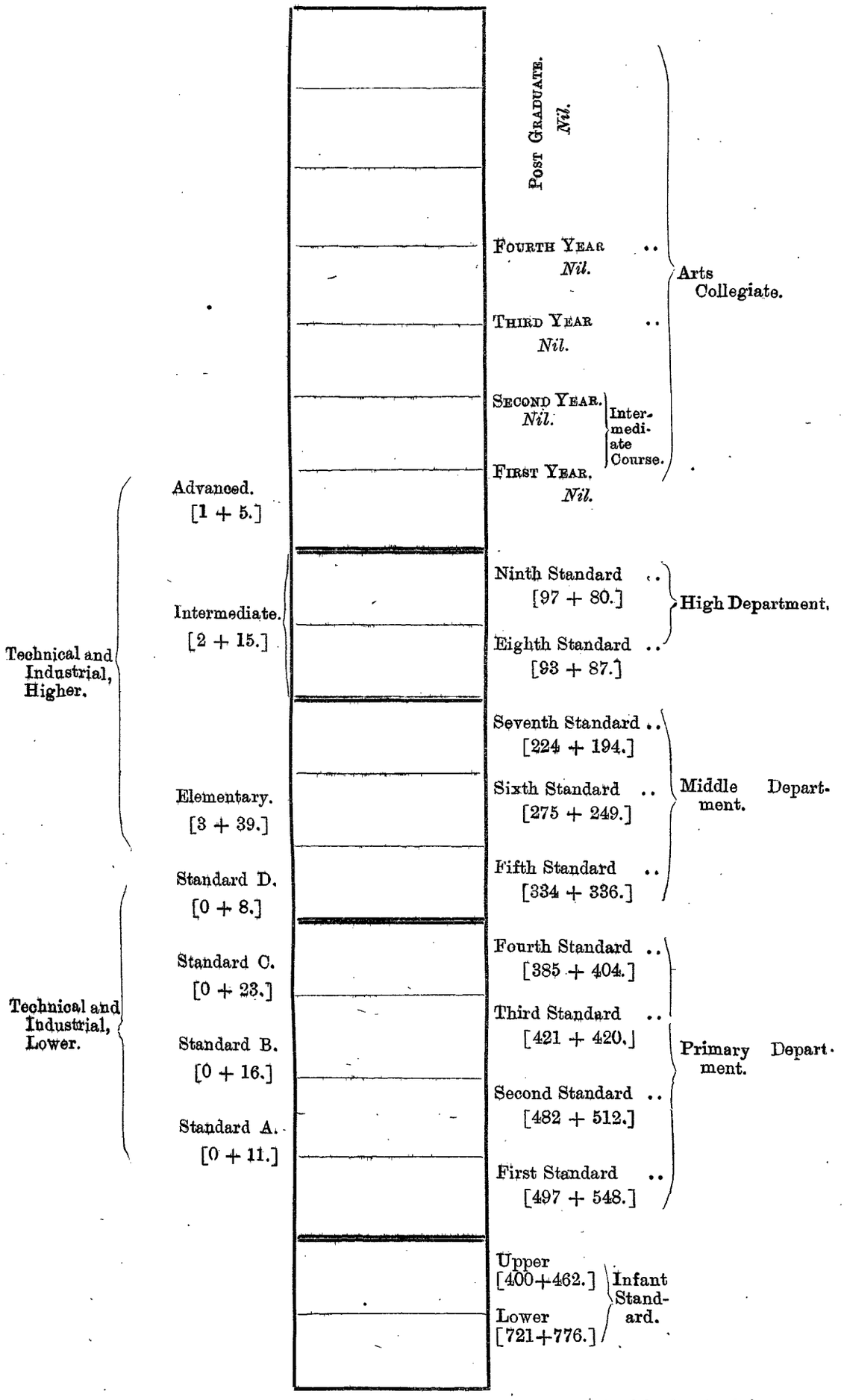
NON-EUROPEAN SCHOOLS.



Note.—The number to the left of the sign + denotes male scholars, that to the right, female scholars.

EUROPEAN SCHOOLS.

Special Education. *General Education.*


Post Graduate. Nil.
Fourth Year .. Nil.
Third Year .. Nil.
Second Year. Nil.
First Year. Nil.
Arts Collegiate.
Inter-medi-ate Course.
Advanced. [1 + 5.]
Intermediate. [2 + 15.]
Elementary. [3 + 39.]
Technical and Industrial, Higher.
Ninth Standard .. [97 + 80.]
Eighth Standard .. [93 + 87.]
High Department.
Seventh Standard .. [224 + 194.]
Sixth Standard .. [275 + 249.]
Fifth Standard .. [334 + 336.]
Middle Department.
Standard D. [0 + 8.]
Standard C. [0 + 23.]
Standard B. [0 + 16.]
Standard A. [0 + 11.]
Technical and Industrial, Lower.
Fourth Standard .. [385 + 404.]
Third Standard .. [421 + 420.]
Second Standard .. [482 + 512.]
First Standard .. [497 + 548.]
Primary Department.
Upper [400+462.]
Lower [721+776.]
Infant Stand-ard.

Note.—The number to the left of the sign + denotes male scholars, that to the right, female scholars.

year 11 minors in residence. One of them is stated to have passed the Matriculation examination. The institution continued to be maintained with success on the same lines as in previous years.

16. *Private institutions.*—There was an increase in the total number of these institutions which was mainly confined to those of the elementary grade for boys.

17. *Books.*—Two meetings of the Text Book Committee were held during the year and out of 447 books considered in them, 253 were found suitable for use in schools. The rules for the working of the committee were revised and a consolidated list of books approved by it up to the close of the year 1912–13 was issued.

The number of manuscripts acquired for the Oriental Manuscripts Library rose from 462 to 934, the increase being most marked in those relating to Religion, Poetry and Philosophy. There was an increase in the number of visitors to the library, but the number of manuscripts consulted by them fell from 4,210 to 3,034 which, however, was not much below the average number for the last triennium.

The triennial catalogue referred to in the last report was completed and issued during the year.

The library still continues to be under the management of Government, effect not having yet been given to its amalgamation with the Local University Library.

The total number of publications registered during the year was 4,447 and this was the highest figure on record. Of these 2,549 were classed as books and 1,898 as periodicals, 1,189 being again works in English and 3,258 in the Vernaculars. Classified according to the subject matter, the largest number came under Religion.

The total number of books in regard to which copyright was registered was 679. There were two cases of assignments of copyright effected under the Indian Copyright Act XX of 1877. The practice of registration of copyrights was discontinued from 24th February 1914 (the date on which the Indian Copyright Act of 1914 received the assent of the Governor-General).

During the year under report Government sanctioned a special temporary establishment for preparing a card catalogue of the books in the Registrar's office library. The work has since been completed and the library has been thrown open to the students who are readers in the Connemara, University and Oriental Manuscripts Libraries.

18. *Miscellaneous remarks.*—The two diagrams on the opposite page show for the year 1913–14 the number of pupils in each year of the school or university course on the one side and the numbers under instruction in special or technical subjects on the other in European and non-European institutions. It will be noted with satisfaction that there has been an increase in the number of scholars in each of the standards, forms and classes of the several kinds of non-European institutions for general education and that the hope expressed in the last report in regard to the improvement in the attendance of the fourth and higher standards of elementary schools has been to some extent realized. Other important variations have been noticed under various heads elsewhere in this report.

Physical education continued to receive the usual attention, the number of institutions teaching gymnastics having advanced by over 2,000. Students in colleges and secondary schools also showed considerable interest in physical games and out-door sports and exercises.

The supplemental statistics appended to the report will show that further progress was made during the year in regard to school accommodation, libraries, hostels and educational associations and reading rooms. No general conferences of importance were held during the year except those arranged by inspecting officers from time to time for the benefit of teachers in secondary and elementary schools.

It is reported that the system of utilizing the services of Government and Local Board schoolmasters as branch postmasters continued to work satisfactorily. The number of post offices in charge of such teachers increased by 5·73 per

cent. and the percentage of branch offices in charge of schoolmasters of all classes on the total number of extra departmental branch offices was 36·45 as against 35·28 in the previous year.

The proper maintenance of service registers and verified copies of them continued to receive due attention.

I have the honour to be,

Sir,

Your most obedient servant,

J. H. STONE,

Acting Director of Public Instruction.

GENERAL TABLES.

(1)—*Abstract return of colleges, schools and scholars in the*

Total area in square miles.	Area and population.		Institutions and scholars.		Public	
	Number of towns and villages.	Population.			Collegiate education.	School education, general.
					Arts colleges.	Professional colleges.	Secondary schools. (*a*)	Primary schools. (*b*)
1	2	3	4		5	6	7	8
			Institutions	For males	34	3	364	(*j*)26,018
				For females	2	...	69	(*k*)1,443
				Total ...	36	3	433	(*l*)27,461
(*d*) 142,491	Towns 79	(*f*) Males 20,389,666	Scholars ...	Males	7,028	983	117,956	(*m*)952,035
	(*e*) Villages ... 53,853	(*g*) Females ... 21,029,264		Females	66	3	10,201	(*n*)248,214
	(*e*) Total ... 54,132	(*h*) Total ... 41,418,930		Total ...	7,094	986	128,157	(*o*)1,200,249

(*a*) These relate to European High and Middle schools and Non-European Secondary schools.
(*b*) These relate to European Primary schools and all Elementary schools.
(*c*) Includes also the statistics of Industrial schools.
(*d*) Do. 161 square miles being the area of the Native State of Sandur.
(*e*) Do. 18 villages in the Native State of Sandur.
(*f*) Do. 6,711 being the male population in the Native State of Sandur.
(*g*) Do. 6,815 being the female Do.

(2)—*Abstract return of expenditure on public instruction*

	Total direct expenditure on public instruction.						
	Collegiate education.		School education, general.		School education, special.		Total.
	Arts colleges.	Professional colleges.	Secondary schools.*	Primary schools.†	Training schools.	All other special schools.	
1	2	3	4	5	6	7	8
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1. Institutions ... For males	10,95,214	2,29,443	31,98,022	48,70,572	6,38,607	3,85,044	1,04,16,902
For females	7,210	...	4,88,761	8,66,731	1,38,609	42,340	15,43,651
Total ...	11,02,424	2,29,443	36,86,783	57,37,303	7,77,216	4,27,384	1,19,60,553
2. (*a*) Percentage of Provincial expenditure included in columns 2—17 to total Provincial expenditure on public instruction.	4·99	2·55	9·93	26·10	9·66	2·07	55·30
(*b*) Percentage of District Fund expenditure included in columns 2—17 to total District Fund expenditure on public instruction.	·26	...	·14	79·12	3·36	...	82·88
(*c*) Percentage of Municipal expenditure included in columns 2—17 to total Municipal expenditure on public instruction.	...	...	...	60·44	·46	·18	61·08
(*d*) Percentage of total expenditure included in columns 2—17 to total expenditure on public instruction.	6·13	1·27	20·48	31·88	4·32	2·37	66·45
	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
3. Average annual cost of educating each pupil in—							
Government institutions. Cost to Provincial Revenues	183 3 7	167 6 4	50 0 0	9 15 6	155 9 3	113 5 10	35 7
Cost to District and Municipal Funds ...	...	...	...	...	1 5 9	0 5 2	0 1 10
Total cost ...	279 11 6	229 7 1	62 13 1	10 5 1	157 4 4	137 7 1	41 10 1
District Board institutions. Cost to Provincial Revenues	...	...	0 4 6	...	...	...	0 0 2
Cost to District Funds	241 9 10	...	0 2 8	5 12 3	96 9 5	...	5 12 6
Total cost ...	241 9 10	...	17 14 5	6 2 8	96 9 8	...	6 13 10
Municipal institutions. Cost to Provincial Revenues	...	...	4 0 6	...	...	...	0 11 4
Cost to Municipal Funds	...	...	0 0 1	7 5 7	...	7 3 1	5 15 11
Total cost ...	93 4 9	...	25 6 3	7 10 1	...	7 3 1	11 7 7
Institutions in Native States. Cost to Native State Revenues	...	...	...	...	...	...	..
Cost to District and Municipal Funds ...	...	...	...	...	...	...	...
Total cost ...	...	...	...	9 2 0	...	...	9 2 0
Aided institutions... Cost to Provincial Revenues	17 12 9	...	5 1 3	2 2 3	108 13 2	17 6 2	2 13 2
Cost to District and Municipal Funds ...	...	...	0 0 2	0 1 10	0 9 4	...	0 1 7
Total cost ...	127 8 0	...	30 11 2	4 6 6	160 6 0	161 10 8	9 4 3
Unaided institutions ... ... Total cost ...	96 7 6	...	22 15 3	2 3 5	45 2 1	13 3 8	3 4 9
All institution ... Cost to Provincial Revenues	45 1 0	167 6 4	5 3 1	1 7 9	120 0 1	37 2 5	2 12 10
Cost to District and Municipal Funds ...	0 13 10	...	0 0 5	1 14 11	15 11 8	0 4 5	1 12 8
Total cost ...	151 7 11	229 7 1	29 5 8	4 15 6	146 15 8	116 8 9	9 3 6

* These relate to European High and Middle schools and Non-European Secondary Schools.
† These relate to European Primary and Non-European Elementary schools.

Madras Presidency for the official year 1913-14.

institutions.			Private institutions.				
School education, special.		Total of public institutions.	Advanced.	Elementary.	Grand Total.	Percentage of	
Training schools.	All other special schools. (*c*)						
9	10	11	12	13	14	15	
97	68	26,584	368	4,222	31,174	Institutions to number of towns and villages ...	7·6
23	16	1,553	4	118	1,675		3·1
120	84	28,137	372	4,340	32,849		60·7
4,573	3,273	1,085,848	10,950	95,013	,191,811	Male scholars to male population of school-going age ...	39·0
513	709	259,706	427	18,001	278,134	Female scholars to female population of school-going age	8·8
5,086	3,982	1,345,554	11,377	113,014	1,469,945		23·7

(*h*) Includes 13,526 being the total population in the Native State of Sandur.
(*j*) Do. 4 schools in the Native State of Sandur.
(*k*) Do. 1 school Do.
(*l*) Do. 5 schools Do.
(*m*) Do. 152 male scholars Do.
(*n*) Do. 77 female scholars Do.
(*o*) Do. 229 total scholars Do.

in the Madras Presidency for the official year 1913-14.

Total indirect expenditure on public instruction.								Total expenditure on public instruction.
University.	Direction.	Inspection.	Scholarships.	Buildings.	Special grants for furniture and apparatus.	Miscellaneous.	Total.	
9	10	11	12	13	14	15	16	17
RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.
5,05,952	1,18,004	8,62,256	1,64,566	19,70,011	5,63,946	18,53,454	60,38,139	1,79,98,742
5,05,952	1,18,004	8,62,256	1,64,566	19,70,011	5,63,946	18,53,454	60,38,139	1,79,98,742
4·64	1·80	13·13	1·83	11·70	8·58	3·02	44·70	100·00
...	...	...	·02	16·58	...	·52	17·12	100·00
...	...	...	·01	38·91	...	...	38·92	100·00
2·81	·66	4·79	·91	10·95	3·13	10·30	33·55	100·00

(3)—*Return of colleges, schools and scholars in the*

Public

Classes of institutions.	Under public management.											
	Managed by Government.				Managed by District or Municipal Boards.				Managed by Native States.			
	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9	10	11	12	13
Arts Colleges—												
Collegiate education. — English — For boys		1,266	1,277	1,173	3	357	375	339	...	...	...	...
Collegiate education. — English — For girls	...	...	...	...	...	...	...	...	...	...	...	...
Collegiate education. — Oriental	...	...	...	...	1	26	26	22	...	...	...	...
Total	4	1,266	1,277	1,173	4	383	401	361	...	...	...	...
Colleges or departments of Colleges for professional training—												
Law	1	504	514	490	...	...	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...	...	...	...	...	...
Engineering	1	380	383	364	...	...	...	...	...	...	...	...
Teaching	1	102	103	96	...	...	...	...	...	...	...	...
Agriculture	...	...	...	...	...	...	...	...	...	...	...	...
Total	3	986	1,000	950	...	...	...	...	...	...	...	...
Secondary Schools—												
School education, general. — For boys — High schools, English (*a*)	5	1,308	1,284	1,147	30	12,705	12,661	11,541	...	...	...	...
School education, general. — For boys — Middle schools, English (*b*)	1	130	105	95	54	9,029	8,792	7,843	...	...	...	...
School education, general. — For boys — Middle schools, Vernacular	...	...	...	...	...	...	...	...	...	...	...	...
School education, general. — For girls — High schools, English (*a*)	6	1,057	995	798	...	...	...	...	...	...	...	...
School education, general. — For girls — High schools, Vernacular	...	...	...	...	...	...	...	...	...	...	...	...
School education, general. — For girls — Middle schools, English (*b*)	...	...	...	...	...	...	...	...	...	...	...	...
School education, general. — For girls — Middle schools, Vernacular	...	...	...	...	...	...	...	...	...	...	...	...
Total	12	2,495	2,384	2,040	84	21,734	21,453	19,384	...	...	...	...
Primary Schools—												
School education, general. — For boys — Upper (*c*)	121	7,825	7,712	6,351	2,041	169,584	160,407	131,865	1	103	87	73
School education, general. — For boys — Lower (*d*)	58	1,807	1,800	1,452	4,130	188,755	183,486	150,156	3	52	51	41
School education, general. — For girls — Upper (*c*)	171	22,511	21,502	15,368	50	5,044	4,823	3,746	1	74	67	40
School education, general. — For girls — Lower (*d*)	25	1,470	1,437	1,057	334	16,964	15,813	12,839	...	...	...	...
Total	375	33,613	32,451	24,228	6,555	380,347	364,529	298,606	5	229	205	154
Schools for special instruction—												
School education, special. — Training schools for masters	37	3,023	3,090	2,845	43	821	808	773	...	...	...	...
School education, special. — Do. for mistresses	9	208	237	204	...	...	...	...	...	...	...	...
School education, special. — Schools of Arts	1	256	272	183	...	...	...	...	...	...	...	...
School education, special. — Law schools	...	...	...	...	...	...	...	...	...	...	...	...
School education, special. — Medical schools	...	...	...	...	...	...	...	...	...	...	...	...
School education, special. — Engineering and Surveying schools	...	...	...	...	...	...	...	...	...	...	...	...
School education, special. — Technical and Industrial schools (*e*)	3	98	100	75	...	...	...	...	...	...	...	...
School education, special. — Commercial schools	1	217	256	231	...	...	...	...	...	...	...	...
School education, special. — Agricultural schools	...	...	...	...	...	...	...	...	...	...	...	...
School education, special. — Reformatory schools	1	251	240	240	...	...	...	...	...	...	...	...
School education, special. — Other schools (*f*)	1	59	61	41	5	98	98	63	...	...	...	...
Total	53	4,112	4,256	3,819	48	919	906	836	...	...	...	...
Total of colleges and schools of public instruction	447	42,472	41,368	32,210	6,691	403,383	387,289	319,187	5	229	205	154
Private institutions. — 1. Advanced, teaching— (*a*) Arabic or Persian — For boys	...	...	...	...	...	...	...	...	...	...	...	...
Private institutions. — 1. Advanced, teaching— (*a*) Arabic or Persian — For girls	...	...	...	...	...	...	...	...	...	...	...	...
Private institutions. — (*b*) Sanskrit — For boys	...	...	...	...	...	...	...	...	...	...	...	...
Private institutions. — (*b*) Sanskrit — For girls	...	...	...	...	...	...	...	...	...	...	...	...
Private institutions. — (*c*) Any other Oriental classic	...	...	...	...	...	...	...	...	...	...	...	...
Private institutions. — 2. Elementary, teaching— A vernacular only or mainly— For boys	...	...	...	...	...	...	...	...	...	...	...	...
Private institutions. — For girls	...	...	...	...	...	...	...	...	...	...	...	...
Private institutions. — 3. Elementary, teaching the Qurán— For boys	...	...	...	...	...	...	...	...	...	...	...	...
Private institutions. — For girls	...	...	...	...	...	...	...	...	...	...	...	...
Private institutions. — 4. Other schools not conforming to departmental standards— For boys	...	...	...	...	...	...	...	...	...	...	...	...
Private institutions. — For girls	...	...	...	...	...	...	...	...	...	...	...	...
Total of private institutions	...	...	...	...	...	...	...	...	...	...	...	...
Grand total	447	42,472	41,368	32,210	6,691	403,383	387,289	319,187	5	229	205	154

(*a*) European High schools and Non-European Secondary schools with forms higher than the third.
(*b*) European Middle schools and Non-European Secondary schools with no form higher than the third and also Preparatory Secondary schools with lasses up to the fourth.
(*c*) European primary schools, Elementary schools with standards above the fourth and Elementary schools with standards up to and including the fourth.
(*d*) Elementary schools with standards below the fourth.
(*e*) These relate to Industrial schools.
(*f*) These relate to Higher class Technica or Art schools.

Madras Presidency for the official year 1913–14.

institutions.												
Under private management.										Number of scholars on the 31st March learning		
Aided by Government or by District or Municipal Boards.				Unaided.				Grand total of institutions.	Grand total of scholars on the 31st March.	English.		A classical language.
Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.			Boys.	Girls.	Boys.	Girls.
14	15	16	17	18	19	20	21	22	23	24*a*	24*b*	25*a*	25*b*
20	5,045	5,180	4,787	2	304	320	303	29	6,972	6,686	38	697	14
2	28	29	28	...	...	...	...	2	28	...	28	...	1
4	68	70	65	...	...	...	...	5	94	94	...	94	...
26	5,141	5,279	4,880	2	304	320	303	36	7,094	6,780	66	791	15
...	...	...	...	...	...	...	...	1	504	504	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	1	380	380	...	...	...
...	...	...	...	...	...	...	...	1	102	99	3	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	3	986	983	3	...	...
137	68,602	67,682	60,688	4	3,114	3,142	2,906	176	85,729	78,366	447	6,434	56
125	23,561	22,659	19,880	8	706	703	597	188	33,426	26,905	1,125	1,140	1
...	...	...	...	...	...	...	...	...	...	...	...	...	...
29	4,069	3,855	3,346	...	...	...	...	35	5,126	296	4,308	13	308
...	...	...	...	...	...	...	...	...	...	...	...	...	...
34	3,876	3,723	3,319	...	...	...	...	34	3,876	457	3,072	...	4
...	...	...	...	...	...	...	...	...	...	...	...	...	...
325	100,108	97,919	87,233	12	3,820	3,845	3,503	433	128,157	106,024	8,952	7,587	364
1,931	152,083	146,680	120,094	70	4,208	3,633	3,006	4,164	333 803	35,213	2,550	4,761	843
13,527	456,630	444 690	372,015	4,136	108.431	100,688	86,922	21,854	755,675	4,820	394	19,706	7,816
450	44,735	42,947	33,647	20	1,737	1,661	1,286	692	74,101	642	9,649	62	881
325	15,714	14,986	11,941	67	2,522	2,266	1,814	751	36,670	53	386	279	1,982
16,233	669,162	649,303	537,697	4,293	116,898	108,248	93,028	27,461	1,200,249	40,728	12,979	24,808	11,422
15	677	786	728	2	80	78	70	97	4,601	14	1	...	...
14	277	289	282	...	...	...	...	23	485	...	113	...	...
...	...	...	...	...	...	...	...	1	256	103	14	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
33	1,900	1,614	1,420	1	94	84	75	(*g*) 37	2,092	181	130	...	...
...	...	...	...	...	...	...	...	1	217	175	5	...	...
1	11	11	11	...	...	...	...	1	11	...	...	...	...
...	...	...	...	...	...	...	...	1	251	...	...	...	...
4	161	154	130	33	837	777	685	(*h*) 43	1,155	934	16	...	...
67	3,026	2,854	2,571	36	1,011	939	830	204	9,068	1,533	279	...	...
16,651	777,437	755,355	632,381	4,343	122,033	113,352	97,664	28,137	1,345,554	156,048	22,279	33,186	11,601
...	...	...	...	...	...	...	...	118	6,021	43	...	6,065	106
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	234	4,643	501	1	4,367	123
...	...	...	...	...	...	...	...	3	154	...	...	3	151
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	2,809	63,865	322	22	1,126	84
...	...	...	...	...	...	...	...	25	736	...	...	2	114
...	...	...	...	...	...	...	...	784	31,293	...	...	17,654	8,547
...	...	...	...	...	...	...	...	92	3,301	...	...	480	2,363
...	...	...	...	...	...	...	...	645	14,336	720	17	163	2
...	...	...	...	...	...	...	...	2	42	...	19	...	...
...	...	...	...	...	...	...	...	4,712	124,391	1,586	59	29,860	11,490
16,651	777,437	755,355	632,381	4,343	122,033	113,352	97,664	32,849	1,469,945	157,634	22,338	63,046	23,291

(*g*) Of these, 15 schools with 674 pupils were or girls.

(*h*) Of these, one school with 16 girls and 6 boys was for girls.

(3)—*Return of colleges, schools and scholars in the Madras Presidency for the official year 1913-14*—continued.

Classes of institutions—*cont.*	Number of scholars on the 31st March learning—*cont.* A vernacular language. Boys.	Girls.	Classification of scholars on the 31st March according to race or creed. Europeans and Eurasians.	Indian Christians.	Hindus. Brahmans.	Non-Brahmans.	Muhammadans.	Buddhists.	Parsis.	Others.	Number of girls in boys' schools.	Number of boys in girls' schools.
	26*a*	26*b*	27	28	29	30	31	32	33	34	35	36
Collegiate education.												
Arts Colleges—												
English { For boys	3,601	9	52	585	4,606	1,554	167	1	2	5	38	...
English { For girls	...	27	...	25	3	...	...	...	...	...	...	...
Oriental	24	...	...	...	75	19	...	...	...	...	...	...
Total	3,625	36	52	610	4,684	1,573	167	1	2	5	38	...
Colleges or departments of Colleges for professional training—												
Law	...	...	1	28	379	92	4	...	...	...	...	...
Medicine	...	...	...	...	...	...	...	...	...	...	...	...
Engineering	...	...	17	18	274	67	3	...	...	1	...	...
Teaching	...	...	...	17	78	7	...	...	...	...	3	...
Agriculture	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	...	18	63	731	166	7	...	...	1	3	...
School education, general.												
Secondary Schools.												
For boys. { High schools, English (*a*).	79,022	573	1,788	7,899	39,496	31,488	4,989	2	25	42	636	...
For boys. { Middle schools. { English (*b*)	30,558	866	2,038	2,470	12,113	15,206	1,533	2	22	42	1,333	...
For boys. { Middle schools. { Vernacular	...	...	...	...	...	...	...	...	...	...	...	...
For girls. { High schools. { English (*a*)	110	3,646	1,484	2,009	540	1,040	10	...	24	19	...	321
For girls. { High schools. { Vernacular	...	...	...	...	...	...	...	...	...	...	...	...
For girls. { Middle schools. { English (*b*)	267	2,472	1,462	1,786	149	445	11	...	19	4	...	499
For girls. { Middle schools. { Vernacular	...	...	...	...	...	...	...	...	...	...	...	...
Total	109,957	7,557	6,772	14,164	52,298	48,179	6,543	4	90	107	2,019	820
Primary Schools—												
For boys... { Upper (*c*)	294,857	43,469	981	21,008	37,696	238,361	32,629	24	2	3,102	43,726	...
For boys... { Lower (*d*)	663,780	97,979	29	50,853	49,362	579,198	70,816	15	...	5,402	98,681	...
For girls... { Upper (*c*)	3,062	70,819	417	12,174	15,278	42,963	3,294	3	5	27	...	2,997
For girls... { Lower (*d*)	1,974	34,985	...	2,642	6,107	22,880	5,039	...	...	2	...	1,967
Total	963,673	247,252	1,427	86,677	108,443	883,342	111,778	42	7	8,533	142,407	4,964
School education, special.												
Schools for special instruction—												
Training schools for masters	4,433	27	...	662	1,539	1,947	414	10	...	29	28	...
Do. for mistresses	...	372	62	339	19	39	26	...	...	...	...	...
Schools of Arts	139	...	10	31	14	183	13	2	...	3	14	...
Law schools	...	...	...	...	...	...	...	...	...	...	...	...
Medical schools	...	...	...	...	...	...	...	...	...	...	...	...
Engineering and Surveying schools	...	...	...	...	...	...	...	...	...	...	...	...
Technical and Industrial schools (*e*)	1,237	544	102	1,096	84	516	291	...	...	3	...	...
Commercial schools	37	...	7	12	109	54	35	...	...	...	5	...
Agricultural schools	11	...	...	11	...	...	...	...	...	...	...	...
Reformatory schools	251	...	...	11	2	205	23	...	...	...	...	...
Other schools (*f*)	205	...	28	66	703	338	20	...	...	...	...	6
Total	6,313	943	209	2,228	2,470	3,282	832	12	...	35	47	6
Total of colleges and schools of public instruction	1,083,563	255,788	8,478	103,742	168,626	936,542	119,327	59	99	8,681	144,514	5,790
Private institutions.												
1. Advanced, teaching—												
(*a*) Arabic or Persian { For boys	568	22	...	...	...	1	6,020	...	...	...	98	...
(*a*) Arabic or Persian { For girls	...	...	...	...	...	...	...	...	...	...	...	...
(*b*) Sanskrit { For boys	1,487	87	...	14	3,546	1,079	4	...	...	...	138	...
(*b*) Sanskrit { For girls	3	151	...	...	154	...	...	...	...	...	...	3
(*c*) Any other Oriental classic	...	...	...	...	...	...	...	...	...	...	...	...
2. Elementary, teaching— A vernacular only or mainly—												
For boys	58,041	4,120	...	795	3,084	57,349	2,439	37	...	161	4,116	...
For girls	41	730	...	21	268	361	86	...	...	...	...	41
3. Elementary, teaching the Quran—												
For boys	6,519	1,184	...	...	...	1	31,292	...	...	...	9,308	...
For girls	94	405	...	...	...	...	3,301	...	...	...	...	362
4. Other schools not conforming to departmental standards—												
For boys	13,197	1,141	...	85	1,259	12,471	500	...	...	21	1,141	...
For girls	...	42	...	...	29	13	...	...	...	...	...	...
Total of private institutions	79,950	7,882	...	915	8,340	71,275	43,642	37	...	182	14,801	606
Grand total	1,163,513	263,670	8,478	104,657	176,966	1,007,817	162,969	96	99	8,863	159,315	6,396

(*a*) European High schools and Non-European Secondary schools with forms higher than the third.
(*b*) European Middle schools and Non-European Secondary schools with no form higher than the third and also Preparatory Secondary schools with classes up to the fourth.
(*c*) European Primary schools, Elementary schools with standards above the fourth and Elementary schools with standards up to and including the fourth.
(*d*) Elementary schools with standards below the fourth.
(*e*) These relate to Industrial schools.
(*f*) These relate to Higher class Technical or Art schools.

3 (*a*)—*Number of scholars on the* 31*st March* 1914, *classified according to sex, race or creed.*

Classes of institutions.			Europeans and Eurasians.	Indian Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.
					Brahmans.	Non-Brahmans.				
1			2	3	4	5	6	7	8	9
Collegiate education.	*Arts Colleges*—									
	English ... For boys	Male ...	34	572	4,603	1,550	167	1	2	5
		Female ...	18	13	3	4	...	...	...	...
	English ... For girls	Male ...	...	...	...	...	...	...	...	...
		Female ...	...	25	3	...	...	...	...	...
	Oriental	Male ...	...	...	75	19	...	...	...	...
		Female ...	...	...	...	...	...	...	...	...
	Colleges for professional training—									
	Law	Male ...	1	28	379	92	4	...	...	...
		Female ...	...	...	...	...	...	...	...	...
	Medicine	Male ...	...	...	...	...	...	...	...	...
		Female ...	...	...	...	...	...	...	...	...
	Engineering	Male ...	17	18	274	67	3	...	...	1
		Female ...	...	...	...	...	...	...	...	...
	Teaching	Male ...	...	15	78	6	...	...	...	...
		Female ...	...	2	...	1	...	...	...	...
	Agriculture	Male ...	...	...	...	...	...	...	...	...
		Female ...	...	...	...	...	...	...	...	...
		Total ...	70	673	5,415	1,739	174	1	2	6
School education, general.	*Secondary schools*—									
	For boys. (*a*) High schools, English	Male ...	1,610	7,735	39,317	31,326	4,987	2	24	42
		Female ...	178	164	179	162	2	...	1	...
	For boys. (*b*) Middle schools do.	Male ...	1,312	2,274	11,265	14,963	1,530	2	12	35
		Female ...	726	196	148	243	3	...	10	7
	Do. Vernacular ...	Male ...	...	...	...	...	...	...	...	...
		Female ...	...	...	...	...	...	...	...	...
	For girls. (*a*) High schools, English	Male ...	202	46	19	46	6	...	1	1
		Female ...	1,282	1,963	521	994	4	...	23	18
	Do. Vernacular	Male ...	...	...	...	...	...	...	...	...
		Female ...	...	...	...	...	...	...	...	...
	For girls. (*b*) Middle schools, English	Male ...	316	92	14	66	4	...	6	1
		Female ...	1,146	1,694	135	379	7	...	13	3
	Do. Vernacular.	Male ...	...	...	...	...	...	...	...	...
		Female ...	...	...	...	...	...	...	...	...
	Primary schools—									
	For boys ... (*c*) Upper...	Male ...	572	16,663	29,095	209,941	30,802	15	1	2,988
		Female ...	409	4,345	8,601	28,420	1,827	9	1	114
	For boys ... (*d*) Lower...	Male ...	18	36,060	36,894	518,629	60,236	15	...	5,142
		Female ...	11	14,793	12,468	60,569	10,580	...	...	260
	For girls ... (*c*) Upper...	Male ...	167	853	267	1,582	123	...	...	5
		Female ...	250	11,821	15,011	41,321	3,171	3	5	22
	For girls ... (*d*) Lower...	Male ...	...	961	99	1,229	378	...	...	...
		Female ...	...	2,381	6,008	21,651	4,661	...	...	2
		Total ...	8,199	100,841	160,741	931,521	118,321	46	97	8,640
School education, special.	*Schools for special instruction*—									
	Training schools for masters ...	Male ...	...	640	1,539	1,941	414	10	...	29
		Female ...	...	22	...	6	...	...	...	...
	Training schools for mistresses ...	Male ...	...	...	...	...	...	...	...	...
		Female ...	62	339	19	39	26	...	...	...
	Schools of Arts	Male ...	2	27	14	183	13	2	...	1
		Female ...	8	4	...	...	...	...	...	2
	Law schools	Male ...	...	...	...	...	...	...	...	...
		Female ...	...	...	...	...	...	...	...	...
	Medical schools	Male ...	...	...	...	...	...	...	...	...
		Female ...	...	...	...	...	...	...	...	...
	Engineering and Surveying schools	Male ...	...	...	...	...	...	...	...	...
		Female ...	...	...	...	...	...	...	...	...
	(*e*) Technical and Industrial schools.	Male ...	16	557	84	467	291	...	...	3
		Female ...	86	539	...	49	...	...	...	...
	Commercial schools	Male ...	5	9	109	54	35	...	...	...
		Female ...	2	3	...	...	...	...	...	...
	Agricultural schools	Male ...	...	11	...	...	...	...	...	...
		Female ...	...	...	...	...	...	...	...	...
	Reformatory schools	Male ...	...	11	2	205	33	...	...	...
		Female ...	...	...	...	...	...	...	...	...
	(*f*) Other schools	Male ...	13	66	703	337	20	...	...	...
		Female ...	15	...	...	1	...	...	...	...
		Total ...	209	2,228	2,470	3,282	832	12	...	35
Total of Colleges and Schools of Public Instruction.			8,478	103,742	168,626	936,542	119,327	59	99	8,681

(*a*) European High schools and Non-European Secondary schools with forms higher than the third.
(*b*) European Middle schools and Non-European Secondary schools with no form higher than the third and Preparatory Secondary schools with classes up to the fourth.
(*c*) European Primary schools, Elementary schools with standards above the fourth and Elementary schools with standards up to and including the fourth.
(*d*) Elementary schools with standards below the fourth.
(*e*) These relate to all Industrial schools.
(*f*) These relate to higher class Technical or Art schools.

3(a)—*Number of scholars on the* 31*st March* 1914, *classified according to sex, race or creed*—continued.

Classes of institutions.		Europeans and Eurasians.	Indian Christians.	Hindus.		Muhammadans	Buddhists.	Parsis.	Others.
				Brahmans.	Non-Brahmans.				
1		2	3	4	5	6	7	8	9
Private institutions.									
1. Advanced teaching—									
(a) Arabic or Persian for boys	Male	...	...	...	1	5,922	...	...	...
	Female	...	...	...	...	98	...	...	...
(b) Arabic or Persian for girls	Male	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...
(c) Sanskrit for boys	Male	...	14	3,463	1,024	4	...	...	...
	Female	...	...	83	55	...	...	...	...
(d) Sanskrit for girls	Male	...	...	3	...	...	...	...	...
	Female	...	...	151	...	...	...	...	... 4
(e) Any other Oriental classic.	Male	...	...	...	...	...	...	...	...
	Female	...	...	..	...	...	...	...	...
2. Elementary teaching—									
A Vernacular only or mainly—									
For boys	Male	...	636	2,761	53,343	2,326	3	...	146
	Female	...	159	323	3,506	113	...	...	15
For girls	Male	..	...	41	...	...	...	...	...
	Femal	...	21	227	361	86	...	...	...
3. Elementary, teaching the Quran only—									
For boys	Male	...	...	...	1	21,98	...	...	...
	Female	...	...	...	...	9,308	...	..	...
For girls	Male	...	...	...	...	562	...	.	...
	Female	...	...	..	...	2,739	...	...	...
4. Other schools not conforming to departmental standards—									
For boys	Male	...	58	1,141	11,484	492	...	...	0
	Female	...	27	118	987	8	...	...	1
For girls	Male	...	...	...	...	..	...	...	...
	Female	...	...	29	13	...	...	...	...
Total of private institutions		...	915	8,340	71,275	43,642		...	182
Grand total		8,478	104,657	176,966	1,007,817	162,969	96	99	8,863

No. 3 (*b*)—Return of European colleges, schools, and scholars in the Madras Presidency for the official year 1913–1914.

3 (*b*)—*Return of European colleges, schools, and scholars*

Classes of institutions.	Public															
	Under public management.												Under private			
	Managed by Government.				Managed by District or Municipal Boards.				Managed by Native States.				Aided by Government or by District or Municipal Boards.			
	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Collegiate education. — *Arts Colleges*— English — For boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Collegiate education. — *Arts Colleges*— English — For girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School education, general. — *Secondary schools*— For boys — High schools, English	1	278	279	245	...	...	...	...	...	...	...	...	11	1,352	1,294	1,169
School education, general. — *Secondary schools*— For boys — Middle schools, English	...	...	...	...	...	...	...	...	...	...	...	...	20	2,100	1,943	1,686
School education, general. — *Secondary schools*— For girls — High schools, English	1	152	158	133	...	...	...	...	...	...	...	...	12	1,383	1,310	1,173
School education, general. — *Secondary schools*— For girls — Middle schools, English	...	...	...	...	...	...	...	...	...	...	...	...	18	1,515	1,472	1,305
Total	2	430	437	378	...	...	...	...	...	...	...	...	61	6,355	6,019	5,333
School education, general. — *Primary schools*— For boys	...	...	...	...	...	...	...	...	...	...	...	...	13	792	751	614
School education, general. — *Primary schools*— For girls	...	...	...	...	...	...	...	...	...	...	...	...	8	420	419	375
Total	...	...	...	...	...	...	...	...	...	...	...	...	21	1,212	1,170	989
School education, special. — *Schools for special instruction*— Training schools for mistresses	...	...	...	...	...	...	...	...	...	...	...	...	1	19	13	13
School education, special. — Industrial schools (*a*)	...	...	...	...	...	...	...	...	...	...	...	...	1	101	86	72
School education, special. — Other schools (*a*)	...	...	...	...	...	...	...	...	...	...	...	...	1	22	25	22
Total	...	...	...	...	...	...	...	...	...	...	...	...	3	142	124	107
Total of public institutions	2	430	437	378	...	...	...	...	...	...	...	...	85	7,709	7,313	6,429
Private institutions	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total of private institutions	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Grand total	2	430	437	378	...	...	...	...	...	...	...	...	85	7,709	7,313	6,429

(*a*) These relate to Higher Class Technical, Art or Industrial schools.

in the Madras Presidency for the official year 1913–14.

institutions.															
management.						Number of scholars on the 31st March learning			Classification of scholars on the 31st March according to race or creed.						
Unaided.															
Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Grand total of institutions.	Grand total of scholars on the 31st March.	English.	A classical language.	A vernacular language.	Europeans and Eurasians.	Indian Christians.	Hindus.	Muhammadans.	Others.	Number of girls in boys' schools.	Number of boys in girls' schools.
18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	12	1,630	1,630	461	714	1,574	27	16	1	12	182	...
...	...	...	...	20	2,100	2,100	22	961	2,014	39	19	6	22	749	...
...	...	...	...	13	1,540	1,540	295	300	1,433	30	44	5	28	...	219
...	...	...	...	18	1,515	1,515	4	796	1,430	33	36	2	14	...	340
...	...	...	...	63	6,785	6,785	782	2,771	6,451	129	115	14	76	931	559
...	...	...	...	13	792	792	...	195	749	35	4	2	2	389	...
...	...	...	...	8	420	420	...	43	409	2	5	...	4	...	168
...	...	...	...	21	1,212	1,212	...	238	1,158	37	9	2	6	589	168
...	...	...	...	1	19	19	...	...	19	...	...	...	...	...	...
...	...	...	...	1	101	86	...	15	86	15	...	...	...	...	...
...	...	...	...	1	22	22	...	...	20	...	2	...	...	...	6
...	...	...	...	(*b*) 3	142	127	...	15	125	15	2	...	...	...	6
...	...	...	...	87	8,139	8,124	782	3,024	7,734	181	126	16	82	1,320	733
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	87	8,139	8,124	782	3,024	7,734	181	126	16	82	1,320	733

(*b*) All these are girls' schools with 136 girls and 6 boys.

(4)—*Return of expenditure on public instruction*

Objects of expenditure.	Public										
	Under public										
	Managed by Government.							Managed by District or			
	Provincial revenues.	District funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	District funds.	Municipal funds.	Fees.
1	2	3	4	5	6	7	8	9	10	11	12
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Collegiate education.											
Arts Colleges—											
English { for boys	2,33,980	...	...	1,20,971	...	(a) 2,249	3,57,200	...	...	...	(b) 34,825
English { for girls	...	...	...	...	...	...	...	...	...	...	...
Oriental	...	...	...	...	...	...	...	...	6,282	...	...
Colleges or departments of Colleges for professional training—											
Law	...	...	...	(c)33,772	...	59	33,831	...	...	...	...
Medicine	...	...	...	...	...	...	...	...	...	...	...
Engineering	1,06,288	...	...	26,020	...	(d) 1,284	1,33,592	...	...	...	...
Teaching	61,110	...	...	100	...	810	62,020	...	...	...	...
Agriculture	...	...	...	...	...	...	...	...	...	...	...
Total ...	4,01,378	...	...	1,80,863	...	4,402	5,86,643	...	6,282	...	34,825
School education, general.											
Secondary Schools—											
For boys { High schools, English* ...	(e)61,187	...	...	25,372	...	1,260*	(f) 87,819	(g) 35,510	44	...	(h)2,69,742
For boys { Middle { English † ...	3,161	...	...	997	...	...	4,158	...	2,299	...	1,31,804
For boys { Middle { Vernacular ...	...	...	...	...	...	...	...	...	...	...	...
For girls { High { English * ...	(i)54,849	...	...	2,874	...	53	(j) 57,776	...	...	...	...
For girls { High { Vernacular ...	...	...	...	...	...	...	...	...	...	...	...
For girls { Middle { English † ...	...	...	...	...	...	...	...	...	...	...	...
For girls { Middle { Vernacular ...	...	...	...	...	...	...	...	...	...	...	...
Total ...	1,19,197	...	...	29,243	...	1,813	1,49,753	35,510	2,343	...	4,01,546
Primary Schools—											
For boys { Upper Primary ‡ ...	85,480	...	...	3,745	...	180	89,355	...	8,11,077	1,24,135	1,36,717
For boys { Lower Primary § ...	16,558	...	...	46	...	...	16,604	...	9,73,440	1,15,427	1,020
Total Primary boys ...	1,02,038	...	...	3,791	...	130	1,05,959	...	17,84,517	2,49,562	1,37,737
For girls { Upper Primary ‡ ...	2,06,193	...	...	6,819	...	512	2,13,524	...	22,760	11,192	270
For girls { Lower Primary § ...	15,216	...	...	49	...	...	15,265	...	86,461	6,341	88
Total Primary girls ...	2,21,409	...	...	6,868	...	512	2,28,789	...	1,09,221	17,533	358
Total primary schools for boys and girls ...	3,23,447	...	...	10,659	...	642	3,34,748	...	18,93,738	2,67,095	1,38,095
School education, special.											
Schools for special instruction—						(m)					
Training schools for masters	4,48,290	(k) 1,938	(l)2,577	...	322	728	4,53,855	...	75,043	...	10
Do. for mistresses ...	69,315	...	...	70	...	..	69,385	...	...	...	...
Schools of Arts	54,360	...	...	144	...	4,131	58,635	...	...	...	...
Law schools	...	...	...	...	...	..	...	...	...	...	...
Medical schools	...	...	...	...	...	...	...	...	...	...	...
Engineering and Surveying schools ...	...	...	...	...	...	..	...	...	...	...	...
Technical and Industrial schools ...	16,236	...	...	11	...	7,367	23,614	...	...	..	...
Commercial schools	6,845	...	...	4,923	...	80	11,848	...	...	...	...
Agricultural schools	...	...	...	...	...	...	...	...	...	...	...
Reformatory schools	18,098	...	...	...	...	5,107	23,205	...	...	...	...
Other schools	(n)9,775	...	309	307	...	...	(o) 10,382	...	...	705	...
Total ...	6,22,919	1,938	2,877	5,455	322	17,413	6,50,924	...	78,043	705	10
Buildings	(p) 2,83,342	...	...	...	...	...	2,83,342	...	3,96,871	2,19,053	...
Furniture and apparatus (special grants only)	...	...	...	...	...	...	...	65,882	...	...	...
Total ...	2,83,342	...	...	...	...	...	2,83,342	65,882	3,96,871	2,19,053	...
University	...	...	...	...	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in											
Arts colleges	...	...	...	...	...	...	...	...	...	...	...
Medical college	...	...	...	...	...	...	...	...	...	...	...
Other Professional colleges	...	...	...	...	...	...	...	...	...	...	...
Secondary schools	...	...	...	...	...	...	...	...	...	...	...
Primary schools	...	...	...	...	...	...	...	...	...	...	...
Medical schools	...	...	...	...	...	...	...	...	...	...	...
Technical schools	...	...	...	...	...	...	...	...	...	...	...
Other special schools	...	...	...	...	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...	...	...
Total expenditure on public instruction ...	17,50,283	1,938	2,877	2,26,230	322	23,770	20,05,410	1,01,392	23,77,277	4,86,853	5,74,476

* European High schools and Non-European Secondary schools having forms above the third.

† European Middle schools, Non-European Secondary schools with no form higher than the third and also Preparatory Secondary schools with classes up to the fourth.

‡ European Primary schools, Elementary schools (Non-European) with standards above the fourth and those with standards up to and including the fourth.

§ Elementary schools with standards below the fourth.

(a) Non-departmental, Rs. 522.
(b) Surplus fees to Municipalities, Rs. 86.
(c) Law College Surplus fees, Rs. 48,071.
(d) Non-departmental, Rs. 256.
(e) Lawrence Memorial School, Male Branch, Provincial Grant, Rs. 25,480.
(f) Lawrence Memorial School, Male Branch, Total cost, Rs. 25,480.
(g) Net cost of Municipal schools and Board High school, Chittoor.
(h) Surplus fees to Local Boards, Rs. 11,634 and to Municipalities, Rs. 3,118.
(i) Lawrence Memorial School, Female Branch, Provincial Grant, Rs. 10,749.
(j) Lawrence Memorial School, Female Branch, Total cost, Rs. 10,749.

in the Madras Presidency for the official year 1913-14

institutions.

management.

Under private management.

Municipal Boards.			Managed by Native States.							Aided by Government or by District or by Municipal Boards.						
Subscriptions.	Endowments and other sources.	Total.	Native State revenues.	District funds in Native States.	Municipal funds raised in Native States.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	District funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29
RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.
...	162	34,987	...	...	...	...	...	...	...	89,123	...	...	4,39,023	6,921	1,16,398	6,51,465
...	...	...	...	...	...	...	...	...	...	1,980	...	...	1,340	...	3,890	7,210
...	...	6,282	...	...	...	...	...	...	...	2,850	...	...	...	1,705	9,855	14,410
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	..
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	162	41,269	...	...	...	...	...	...	...	93,953	...	...	4,40,363	8,626	1,30,143	6,73,085
...	1,934	3,07,230	...	...	...	...	...	...	...	2,55,208	1,000	...	14,95,457	50,259	2,91,064	20,92,988
480	1,062	1,35,645	...	...	...	...	...	...	...	88,432	...	...	2,66,283	13,564	1,13,649	4,81,928
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	1,05,636	...	...	46,743	8,931	1,19,415	2,80,725
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	48,128	...	...	20,639	5,516	75,977	1,50,260
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
480	2,996	4,42,875	...	...	...	...	...	...	...	4,97,404	1,000	...	18,29,122	78,270	6,00,105	30,05,901
929	1,105	10,83,963	...	...	...	165	1,030	...	1,195	3,42,232	10	28,716	1,50,184	18,451	2,83,202	8,22,795
54	644	10,90,585	...	...	...	40	172	...	212	8,72,224	34	26,802	2,77,838	40,236	3,32,254	15,49,388
983	1,749	21,74,548	...	...	...	205	1,202	...	1,407	12,14,456	44	55,518	4,28,022	58,687	6,15,456	23,72,183
...	3	34,225	...	...	...	25	70	369	464	1,41,361	...	15,485	29,677	22,735	2,04,386	4,13,874
250	2	93,142	...	...	...	...	...	...	...	35,336	...	2,198	2,052	1,292	32,815	73,500
250	5	1,27,367	...	...	..	25	70	369	464	1,76,697	...	17,683	3 1,729	24,034	2,36,981	4,87,174
1,233	1,754	23,01,915	...	...	...	230	1,272	369	1,871	13,91,153	44	73,201	4,59,751	82,771	8,52,437	28,59,357
...	2	78,055	...	...	...	...	..	...	...	74,195	594	34	516	1,990	25,848	1,03,177
...	...	...	...	...	...	...	...	...	...	42,787	...	...	286	2,098	24,053	69,224
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	..	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
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...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	28,500	...	...	1,793	24,321	2,23,142	2,77,756
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	160	...	...	95	...	2,480	2,735
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	705	...	...	...	...	...	...	...	2,266	...	...	3,716	303	828	7,113
...	2	78,760	...	...	...	...	...	...	...	1,47,908	594	34	6,406	28,712	2,76,351	4,60,005
300	...	6,16,224	...	...	...	...	...	...	...	(q) 4,35,207	...	...	...	1,60,992	3,91,870	10,38,069
...	...	65,882	...	...	...	...	...	...	...	4,98,064	...	...	...	...	...	4,98,064
300	...	6,82,106	...	...	...	...	...	...	...	9,33,271	...	...	...	1,60,992	3,91,870	15,36,133
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
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...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2,013	4,914	35,46,925	...	...	...	230	1,272	369	1,871	31,13,639	1,638	73,235	27,35,642	3,59,371	22,50,906	85,34,481

(k) Non-departmental, Rs. 1,938.
(l) Non-departmental, Rs. 2,577.
(m) Non-departmental, Rs. 322.
(n) Lawrence Memorial School, Technical Branch Provincial, Grant, Rs. 1,609.
(o) Lawrence Memorial School, Technical Branch, Total cost, Rs. 1,609.
(p) Cost of buildings borne by the Public Works Department.
(q) Includes grants for hostels, Rs. 2,71,966.

(4)—*Return of expenditure on public instruction in the Madras Presidency for the official year 1913-14*—continued.

Objects of expenditure—*cont.*	Public institutions—*cont.*				Total expenditure from						Grand Total.
	Under private management—*cont.*										
	Unaided.										
	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	District funds.	Municipal funds.	All other sources.			
								Fees.	Private.	Public.	
	30	31	32	33	34	35	36	37	38	39	40
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Collegiate education.											
Arts Colleges—											
English { for boys	20,189	...	10,681	30,870	3,23,103	...	...	6,15,008	1,36,411	...	10,74,522
English { for girls	...	...	...	...	1,980	...	...	1,340	3,890	...	7,210
Oriental	...	...	...	...	2,850	6,282	...	...	11,560	...	20,692
Colleges or departments of Colleges for professional training—											
Law	...	...	...	...	...	...	...	33,772	59	...	33,831
Medicine	...	...	...	...	...	...	...	...	...	...	...
Engineering	...	...	...	...	1,06,288	...	...	26,020	1,284	...	1,33,592
Teaching	...	...	...	...	61,110	...	...	100	810	...	62,020
Agriculture	...	...	...	...	...	...	...	...	...	...	...
Total ...	20,189	...	10,681	30,870	4,95,331	6,282	...	6,76,240	1,54,014	...	13,31,867
School education, general.											
Secondary Schools—											
For boys { High schools, English* ...	51,127	...	25,013	76,140	3,51,905	1,044	...	18,41,698	3,69,530	...	25,64,177
For boys { Middle schools { English † ...	8,242	200	3,672	12,114	91,593	2,299	...	4,07,326	1,32,627	...	6,33,845
For boys { Middle schools { Vernacular ...	...	...	..	...	...	...	...	...	...	...	...
For girls { High schools { English * ...	...	...	...	...	1,60,485	...	...	49,617	1,28,399	...	3,38,501
For girls { High schools { Vernacular ...	...	...	...	...	...	...	...	...	...	...	...
For girls { Middle schools { English † ...	...	...	...	...	48,128	...	...	20,639	81,493	...	1,50,260
For girls { Middle schools { Vernacular ...	...	...	...	...	...	...	...	...	...	...	...
Total ...	59,369	200	28,685	88,254	6,52,111	3,343	...	23,19,280	7,12,049	...	36,86,783
Primary Schools—											
For boys { Upper Primary ‡ ...	5,296	1,262	11,493	18,051	4,27,712	8,11,087	1,62,851	2,96,107	3,17,602	...	20,15,359
For boys { Lower Primary § ...	1,05,863	14,240	78,321	1,98,424	8,88,782	9,73,474	1,42,229	3,84,807	4,65,921	...	28,55,213
Total Primary boys ...	1,11,159	15,502	89,814	2,16,475	13,16,494	17,84 561	3,05,080	6,80,914	7,83,523	...	48,70,572
For girls { Upper Primary ‡	188	1,857	14,390	16,435	3,47,554	22,760	26,677	36,979	2,44,352	...	6,78,322
For girls { Lower Primary §	326	226	5,950	6,502	50,552	86,461	8,539	2,515	40,342	...	1,88,409
Total Primary girls ...	514	2,083	20,340	22,937	3,98,106	1,09,221	35,216	39,494	2,84,694	...	8,66,731
Total Primary Schools for boys and girls ...	1,11,673	17,585	1,10,154	2,39,412	17,14,600	18,93,782	3,40,296	7,20,408	10,68,217	...	57,37,303
School education, special.											
Schools for special instruction—											
Training schools for masters	...	1,688	1,832	3,520	5,22,485	80,575	2,611	526	32,410	...	6,38,607
Do. for mistresses ...	...	...	...	...	1,12,102	...	...	356	26,151	...	1,38,609
Schools of Arts	...	...	...	...	54,360	...	...	144	4,131	...	58,635
Law schools	...	...	...	...	...	...	...	...	...	...	...
Medical schools	...	...	...	...	...	...	...	...	...	...	...
Engineering and Surveying schools ...	...	...	...	...	...	...	...	...	...	...	...
Technical and Industrial schools ...	...	...	...	...	44,736	...	...	1,804	2,54,830	...	3,01,370
Commercial schools	...	...	...	...	6,845	...	...	4,923	80	...	11,848
Agricultural schools	...	...	...	...	160	...	...	95	2,480	...	2,735
Réformatory schools	...	...	...	...	18,028	...	...	...	5,107	...	23,205
Other schools	8,344	1,567	1,480	11,391	12,041	...	1,005	12,367	4,178	...	29,591
Total ...	8,344	3,255	3,312	14,911	7,70,827	80,575	3,616	20,215	3,29,367	...	12,04,600
Buildings	...	7,744	24,632	32,376	7,68,549	3,96,871	2,19,053	...	5,85,538	...	19,70,011
Furniture and apparatus (special grants only)	...	...	...	...	5,63,946	...	...	...	...	...	5,63,946
Total ...	...	7,744	24,632	32,376	13,32,495	3,96,871	2,19,053	...	5,85,538	...	25,33,957
University	...	...	...	...	3,04,500	...	...	(r)1,66,337	35,115	...	5,05,952
Direction	...	...	...	...	1,18,004	...	...	...	...	...	1,18,004
Inspection	...	...	...	...	8,62,256	...	...	...	...	...	8,62,256
Scholarships held in											
Arts colleges	...	...	...	...	17,336	128	45	...	25,435	...	42,944
Medical college	...	...	...	...	...	...	...	...	...	...	...
Other Professional colleges	...	...	...	...	6,669	...	...	...	3,413	...	10,082
Secondary schools	...	...	...	...	65,294	34	...	...	14,325	...	79,653
Primary schools	...	...	...	...	20,426	235	...	...	175	...	20,836
Medical schools	...	...	...	...	...	...	...	...	...	...	...
Technical schools	...	...	...	...	6,151	...	...	...	276	...	6,427
Other special schools	...	...	...	...	4,624	...	...	...	...	...	4,624
Miscellaneous	...	...	...	...	(s)1,98,373	12,430	...	7,03,806	9,38,845	....	(t)18,53,454
Total ...	...	...	...	....	16,03,633	12,827	45	8,70,143	10,17,584	...	35,04,232
Total expenditure on public instruction ...	1,99,575	28,784	1,77,464	4,05,823	(u) 65,65,997	(v) 23,93,680	(w) 5,63,010	46,06,286	38,66,769	...	1,79,98,742

* European High schools and Non-European Secondary schools having forms above the third.

† European Middle schools, Non-European Secondary schools with no form higher than the third and also Preparatory Secondary schools with ises up to the fourth.

‡ European Primary schools, Elementary schools (Non-European) with standards above the fourth and those with standards up to and including fourth.

§ Elementary schools with standards below the fourth.

(r) Surplus fees to the University, Rs. 46,679.

(s) Includes Endowment Grant, Rs. 500 and Provincial Grant to Lawrence Memorial School, Rs. 35,962.

(t) Includes expenditure on Private schools and hostels.

(u) Includes grants to Orphanages not paid through the department, Rs. 1,320.

(v) Includes Provincial Contribution, Rs. 13,07,994.

(w) Includes Provincial Contribution, Rs. 1,62,669.

4 (a)—*Return of expenditure on European colleges and schools in the Madras Presidency for the official year 1913–14.*

Objects of expenditure.	Public institutions.																				
	Under public management.																				
	Managed by Government.							Managed by District or Municipal Boards.							Maintained by Native States.						
	Provincial revenues.	District funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	District funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	District funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.
Collegiate education. *Arts Colleges*— English { For boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
{ For girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School education, general. *Secondary Schools*— For boys { High schools, English ...	25,480	...	...	...	...	...	25,480	...	...	...	...	...	...	...	...	...	...	...	...	...	...
{ Middle schools, English ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls { High schools, English ...	10,749	...	...	...	...	...	10,749	...	...	...	...	...	...	...	...	...	...	...	...	...	...
{ Middle schools, English ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	36,229	...	...	...	...	...	36,229	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Primary Schools— For boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School education, special. *Schools for special instruction*— Training schools for masters	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Do. for mistresses	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Industrial schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other schools	8,280	...	...	...	...	...	8,280	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	8,280	...	...	...	...	...	8,280	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Buildings	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Furniture and apparatus (special grants only).	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in { Arts colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
{ Professional colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
{ Secondary schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
{ Elementary schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total expenditure on European education ...	44,509	...	...	...	...	...	44,509	...	...	...	...	...	...	...	...	...	...	...	...	...	...

4 (*a*)—*Return of expenditure on European colleges and schools in the Madras Presidency for the official year 1913–14*—continued.

Objects of expenditure—*cont.*	Public institutions—*continued.*											Total expenditure from						Grand Total.
	Under private management.																	
	Aided by Government or by District or by Municipal Boards.							Unaided.										
	Provincial revenues.	District funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	District funds.	Municipal funds.	Fees.	All other sources.		
																Private.	Public.	
	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Collegiate education. *Arts Colleges*— English { For boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
{ For girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School education, general. *Secondary Schools*— For boys { High schools, English	74,940	...	...	41,759	5,337	52,802	1,74,838	...	...	...	...	1,00,420	...	...	41,759	58,139	...	2,00,318
{ Middle schools, English	49,210	...	...	11,653	2,264	64,795	1,27,922	...	...	...	...	49,210	...	...	11,653	67,059	...	1,27,922
For girls { High schools, English	56,450	...	...	26,891	375	65,995	1,49,711	...	...	...	...	67,199	...	...	26,891	66,370	...	1,60,460
{ Middle schools, English	32,696	...	...	8,555	5,516	52,830	99,597	...	...	...	...	32,696	...	...	8,555	58,346	...	99,597
Total	2,13,296	...	...	88,858	13,492	2,36,422	5,52,068	...	...	...	...	2,49,525	...	...	88,858	2,49,914	...	5,88,297
Primary Schools— For boys	12,949	...	...	3,034	2,412	15,169	33,564	...	...	...	...	12,949	...	...	3,034	17,581	...	33,564
For girls	8,243	...	...	1,488	421	5,198	15,350	...	...	...	...	8,243	...	...	1,488	5,619	...	15,350
Total	21,192	...	...	4,522	2,833	20,367	48,914	...	...	...	...	21,192	...	...	4,522	23,200	...	48,914
School education, special. *Schools for special instruction*— Training schools for masters	222	...	...	...	...	...	222	...	...	...	...	222	...	...	...	...	...	222
Do. for mistresses	6,137	...	...	210	...	2,401	8,748	...	...	...	...	6,137	...	...	210	2,401	...	8,748
Industrial schools	450	...	...	...	...	1,741	2,191	...	...	...	...	450	...	...	...	1,741	...	2,191
Other schools	2,000	...	...	2,310	120	114	4,544	...	...	...	...	10,280	...	...	2,310	234	...	12,824
Total	8,809	...	...	2,520	120	4,256	15,705	...	...	...	...	17,089	...	...	2,520	4,376	...	23,985
Buildings	47,895	...	...	...	30,022	49,250	1,27,167	...	...	...	...	47,895	...	...	...	79,272	...	1,27,167
Furniture and apparatus (special grants only)	44,125	...	...	...	...	...	44,125	...	...	...	...	44,125	...	...	...	...	...	44,125
Total	92,020	...	...	...	30,022	49,250	1,71,292	...	...	...	...	92,020	...	...	...	79,272	...	1,71,292
Scholarships held in { Arts colleges	...	...	...	...	...	...	...	...	...	...	...	2,093	...	...	...	...	...	2,093
{ Professional colleges	...	...	...	...	...	...	...	...	...	...	...	267	...	...	...	...	...	267
{ Secondary schools	...	...	...	...	...	...	...	...	...	...	...	3,803	...	...	...	1,873	...	5,676
{ Elementary schools	...	...	...	...	...	...	...	...	...	...	...	2,940	...	...	...	...	...	2,940
Miscellaneous	...	...	...	...	...	...	...	...	...	...	...	1,46,440	...	...	1,08,147	1,95,581	...	4,50,168
Total	...	...	...	...	...	...	...	...	...	...	...	1,55,543	...	...	1,08,147	1,97,454	...	4,61,144
Total expenditure on European education	3,35,317	...	...	95,900	46,467	3,10,295	7,87,979	...	...	...	...	5,35,369	...	...	2,04,047	5,54,216	...	12,93 632

(5)—*Return of the stages of instruction of pupils in public schools for general education in the Madras Presidency for the official year 1913–14.*

Classes of schools.		Number of schools.	Number of pupils on rolls on the 31st March.	HIGH STAGE. Comprising all pupils who have passed beyond the Lower Secondary (middle) stage, but have not passed the Matriculation examination.			MIDDLE STAGE. (c) Comprising all pupils who have passed beyond the Upper Primary stage, but have not passed beyond the Lower Secondary (middle) stage.			UPPER PRIMARY STAGE. Comprising all pupils who have passed beyond the Lower Primary stage, but have not passed beyond the Upper Primary stage.			LOWER PRIMARY STAGE. Comprising all pupils who have not passed beyond the Lower Primary stage.						Total.		
													Reading printed books.			Not reading printed books.					
				1			2			3			4			5					
				Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Secondary Schools—																					
(a) For boys	Government ... English	6	1,438	453	...	453	469	...	469	133	...	133	307	8	315	68	...	68	1,430	8	1,438
	Government ... Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	District Board English	62	13,879	1,519	1	1,520	5,527	27	5,554	2,669	17	2,686	3,853	130	3,983	121	15	136	13,689	190	13,879
	District Board Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Municipal ... English	22	7,855	1,695	1	1,696	3,187	3	3,190	1,402	3	1,405	1,502	17	1,519	40	5	45	7,826	29	7,855
	Municipal ... Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Native States English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Native States Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Aided ... English	262	92,163	20,413	31	20,444	32,148	264	32,412	13,021	198	13,219	24,039	1,150	25,189	801	98	899	90,422	1,741	92,163
	Aided ... Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Unaided ... English	12	3,820	841	5	846	1,568	12	1,580	626	10	636	703	24	727	31	...	31	3,769	51	3,820
	Unaided ... Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total ...	364	119,155	24,921	38	24,959	42,899	306	43,205	17,851	228	18,079	30,404	1,329	31,733	1,061	118	1,179	117,136	2,019	119,155
(a) For girls	Government ... English	6	1,057	...	79	79	...	165	165	...	83	83	8	591	599	...	131	131	8	1,049	1,057
	Government ... Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Distric Board English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Distric Board Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Municipal ... English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Municipal ... Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Native States English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Native States Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Aided ... English	63	7,945	...	546	546	26	1,812	1,838	52	866	918	636	3,574	4,210	98	335	433	812	7,133	7,945
	Aided ... Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Unaided ... English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Unaided ... Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total ...	69	9,002	...	625	625	26	1,977	2,003	52	949	1,001	644	4,165	4,809	98	466	564	820	8,182	9,002
	Total, Secondary schools ...	433	128,157	24,921	663	25,584	42,925	2,283	45,208	17,903	1,177	19,080	31,048	5,494	36,542	1,159	584	1,743	117,956	10,201	128,157
Primary Schools—																					
(b) For boys	Government	179	9,632	...	...	...	186	...	186	735	8	743	5,551	251	5,802	2,601	300	2,901	9,073	559	9,632
	District Board	5,727	321,808	...	...	...	1,411	6	1,417	15,205	560	15,765	212,064	29,357	241,421	48,579	14,686	63,265	277,259	44,609	321,868
	Municipal	444	36,471	...	...	...	116	1	117	1,567	47	1,614	24,094	2,697	27,791	5,775	1,174	6,949	32,552	3,919	36,471
	Native States	4	155	...	...	...	16	...	16	9	2	11	69	...	69	58	1	59	152	3	155
	Aided	15,458	608,713	...	...	...	3,103	133	3,236	17,310	977	18,287	416,368	54,129	470,497	90,912	25,781	116,693	527,693	81,020	608,713
	Unaided	4,206	112,639	...	...	...	66	...	66	507	27	534	76,823	6,752	83,575	22,946	5,518	28,464	100,342	12,297	112,639
	Total ...	26,018	1,089,478	...	...	...	4,898	140	5,038	35,333	1,621	36,954	735,969	93,186	829,155	170,871	47,460	218,331	947,071	142,407	1,089,478
(b) For girls	Government	196	23,981	...	...	...	...	716	716	1	1,222	1,223	338	15,567	15,905	24	6,113	6,137	363	23,618	23,981
	District Board	356	19,555	...	...	...	...	26	26	3	194	197	239	12,605	12,844	21	6,467	6,488	263	19,292	19,555
	Municipal	28	2,453	...	...	...	...	34	34	1	66	67	59	1,846	1,905	12	435	447	72	2,381	2,453
	Native States	1	74	...	...	...	...	...	...	...	4	4	...	43	43	...	27	27	...	74	74
	Aided	775	60,449	...	...	...	14	1,618	1,632	200	3,282	3,482	3,272	42,669	45,941	552	8,842	9,394	4,038	56,411	60,449
	Unaided	87	4,259	...	...	...	...	86	86	...	102	102	153	2,687	2,840	75	1,156	1,231	228	4,031	4,259
	Total ...	1,443	110,771	...	...	...	14	2,480	2,494	205	4,870	5,075	4,061	75,417	79,478	684	23,040	23,724	4,964	105,807	110,771
	Total, Primary schools ...	27,461	1,200,249	...	...	...	4,912	2,620	7,532	35,538	6,491	42,029	740,030	168,603	908,633	171,555	70,500	242,055	952,035	248,214	1,200,249
	GRAND TOTAL ...	27,894	1,328,406	24,921	663	25,584	47,837	4,903	52,740	53,441	7,668	61,109	771,078	174,097	945,175	172,714	71,084	243,798	1,069,991	258,415	1,328,406

(a) These relate to European High and Middle schools and Non-European Secondary schools.
(b) These relate to European Primary schools and Elementary schools.
(c) The statistics of pupils in standards V to VII of Elementary schools with standards above the IV appear under this head.

5 (a)—*Return of the stages of instruction of pupils in public European schools for general education in the Madras Presidency for the official year 1913-14.*

Classes of schools.	Number of schools.	Number of pupils on rolls on the 31st March.	High stage. Comprising all pupils who have passed beyond the Lower Secondary (middle) stage, but have not passed the Matriculation Examination.			Middle stage. Comprising all pupils who have passed the Upper Primary stage, but have not passed beyond the Lower Secondary (middle) stage.			Upper Primary stage. Comprising all pupils who have passed the Lower Primary stage, but have not passed beyond the Upper Primary stage.			Lower Primary stage. Comprising all pupils who have not passed beyond the Lower Primary stage. Reading printed books.			Lower Primary stage. Comprising all pupils who have not passed beyond the Lower Primary stage. Not reading printed books.			Total.		
			1			2			3			4			5					
			Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Secondary Schools—																				
For boys { Government	1	278	12	...	12	83	...	83	38	...	38	127	...	127	18	...	18	278	...	278
For boys { Aided	31	3,452	178	13	191	724	159	883	263	96	359	1,238	610	1,848	118	53	171	2,521	931	3,452
Total	32	3,730	190	13	203	807	159	966	301	96	397	1,365	610	1,975	136	53	189	2,799	931	3,730
For girls { Government	1	152	...	12	12	...	54	54	...	14	14	...	72	72	...	...	...	...	152	152
For girls { Aided	30	2,903	...	142	142	26	566	592	31	248	279	419	1,278	1,697	83	110	193	559	2,344	2,903
Total	31	3,055	...	154	154	26	620	646	31	262	293	419	1,350	1,769	83	110	195	559	2,496	3,055
Total, Secondary schools	63	6,785	190	167	357	833	779	1,612	332	358	690	1,784	1,960	3,744	219	163	382	3,358	3,427	6,785
Primary Schools—																				
For boys—Aided	13	792	...	...	...	...	...	...	40	26	66	303	05	608	60	58	118	403	389	792
Total	13	792	...	...	...	...	...	...	40	26	66	303	305	608	60	58	118	403	389	792
For girls—Aided	8	420	...	...	...	...	...	...	13	20	33	137	209	346	18	23	41	168	252	420
Total	8	420	...	...	...	...	...	...	13	20	33	137	209	346	18	23	41	168	252	420
Total, Primary schools	21	1,212	...	...	...	...	...	...	53	46	99	440	514	954	78	81	159	571	641	1,212
Grand total	84	7,997	190	167	357	833	779	1,612	385	404	789	2,224	2,474	4,698	297	244	541	3,929	4,068	7,997

(6)—*Return showing the results of prescribed examinations in the Madras Presidency during the official year 1913-14.*

Names of examinations.	Number of institutions sending examinees.				Number of examinees.					Number passed.					Race or creed of passed scholars.							
	Institutions under public management.	Aided institutions.	Other institutions.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.	Europeans and Eurasians.	Indian Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.
																	Brahmans.	Non-Brahmans.				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
ARTS COLLEGES.																						
1. Master of Arts	...	...	...	...	...	...	...	111	111	...	...	...	58	58	...	8	42	7	1	...	...	...
2. Bachelor of Arts (Honours) Preliminary English Language.	1	2	...	3	73	41	...	...	114	68	36	...	...	104	5	6	75	17	1	...	...	...
3. Bachelor of Arts (New Regulations) Part I	3	7	4	14	104	241	64	1	410	79	161	39	...	279	2	25	194	57	1	...	...	...
4. Do. (do.) Part II	3	7	4	14	102	235	58	1	396	75	156	43	1	275	1	24	199	48	3	...	...	...
5. Bachelor of Arts (Science Division)	...	1	1	2	...	2	19	608	629	...	...	14	293	309	2	38	196	63	7	...	...	...
6. Bachelor of Science	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
7. First B.A. (English Language Division)	...	1	1	2	...	1	22	854	877	...	1	10	313	324	...	27	222	74	1	...	...	...
Do. B.A. (Second Language Division)	...	...	1	1	...	...	2	257	259	...	...	2	228	230	2	27	168	30	2	...	...	1
Do. B.Sc.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Do. Arts (Intermediate Examination)	7	21	14	42	512	1,731	572	154	2,969	200	667	243	49	1,159	17	103	775	236	25	1	2	...
Previous Examination	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
ORIENTAL COLLEGES.																						
1. Master of Oriental Learning	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2. Bachelor of Oriental Learning	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
3. Honours in Sanskrit	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Do. in Arabic	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Do. in Persian	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
4. High Proficiency in Sanskrit	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Do. in Arabic	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Do. in Persian	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
5. Proficiency in Sanskrit	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Do. in Arabic	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Do. in Persian	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Do. in Urdu	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
COLLEGES FOR PROFESSIONAL TRAINING.																						
Law.																						
1. Doctor of Law	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2. Master of Law	...	...	...	...	...	...	...	14	14	...	...	...	1	1	...	...	1	...	...	...	...	...
3. Bachelor of Law	1	...	1	2	177	...	36	254	467	102	...	15	93	210	1	11	157	41	...	...	...	...
4. First Examination in Law	1	...	1	2	285	...	41	224	550	144	...	12	73	229	...	22	156	48	3	...	...	...
Medicine.																						
1. Doctor of Medicine	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2. Bachelor of Medicine (final M.B. & C.M.)	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
3. Honours in Medicine and Surgery	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
4. L.M. & S. (Final)	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
5. Third M.B. & C.M. Examination	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
6. Second M.B. & C.M. Examination	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
7. First M.B. & C.M. Examination	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
8. Second L.M. & S.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

(6)—*Return showing the results of prescribed examinations in the Madras Presidency during the official year 1913–14*— continued.

Names of examinations.	Number of institutions sending examinees.				Number of examinees.					Number passed.					Race or creed of passed scholars.							
	Institutions under public management.	Aided institutions.	Other institutions.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.	Europeans and Eurasians.	Indian Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.
																	Brahmans.	Non-Brahmans.				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
COLLEGES FOR PROFESSIONAL TRAINING—*cont.*																						
Medicine—cont.																						
9. First L.M. & S.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
10 L.S.Sc.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	..	...	...	...	...	...	...
Engineering.																						
1. M.C.E.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2. B.C.E. or B.E. { Civil	1	...	...	1	19	...	...	...	19	8	...	...	...	8	...	2	6	...	...	...	...	...
{ Mechanical	1	...	...	1	5	...	...	...	5	2	...	...	...	2	...	...	2	...	...	...	...	...
3. L.C.E. (First Examination in Engineering)	1	...	...	1	32	...	...	...	32	10	...	...	...	10	...	1	7	2	...	...	...	...
4. First L.C.E.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Teaching.																						
1. Licentiate in Teaching (New Regulations)	...	...	...	...	...	...	...	...	131	...	...	...	...	123	...	19	92	10	2	...	...	...
2. Do. do. (Old regulations) Practical	...	...	...	...	...	...	...	...	5	...	...	...	...	4	...	..	4	...	...	.	...	...
SCHOOLS FOR GENERAL EDUCATION.																						
1. Secondary School Leaving Certificate. { Boys	30	126	9	165	650	3,865	255	...	(*a*) 4,770	649	3,854	255	...	(*b*) 4,758	25	409	3,030	1,132	160	...	...	2
{ Girls	2	13	..	15	14	88	...	...	(*a*) 102	14	88	...	...	(*b*) 102	8	80	7	7	...	...	...	...
2. Matriculation Examination. { Boys	3	12	12	27	8	16	54	3	81	4	4	18	...	26	...	2	19	3	2	...	...	...
{ Girls	...	1	...	1	...	1	...	...	1	...	...	...	...	...								
3. Lower Secondary Examination. { Boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
{ Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
4. Upper Primary Examination. { Boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
{ Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
5. Lower Primary Examination. { Boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
{ Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
6. Public Service Certificate Examination. { Boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
{ Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOLS FOR SPECIAL EDUCATION.																						
1. Training Schools for Masters. { Upper	6	2	...	8	158	34	...	...	192	120	22	...	...	142	...	24	116		2	...	...	...
{ Lower	31	13	...	44	1,766	372	...	...	2,138	1,089	236	...	...	1,325	...	234	960		106	...	...	25
2. Training Schools for Mistresses. { Upper	2	3	...	5	17	35	...	...	52	16	33	...	...	49	7	42	...		...	...	...	...
{ Lower	8	9	...	17	55	49	...	...	104	36	38	...	...	74	1	48	11		14	...	...	...
3. School of Arts Examination	...	...	...	...	...	...	...	...	3,231	...	...	...	...	1,628	27	247	642	672	39	...	1	..
4. Medical Examination	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
5. Examination in Engineering and Surveying	...	...	...	...	...	...	...	...	80	...	...	...	...	79	...	Information not available.				...	...	...
6. Industrial School Examination	...	...	...	...	...	...	...	...	448	...	...	...	...	318	30	145	12	102	29	...	...	...
7. Veterinary Examination	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

(*a*) Excludes 2,248 candidates or supplementary certificates.

(*b*) Excludes 2,241 candidates for supplementary certificates but represents all those whose certificates were completed in the year.

(7)—Return showing the distribution of District and Municipal expenditure on Public Instruction in the Madras Presidency for the official year 1913-14.

(7)—*Return showing the distribution of District and Municipal expenditure on Public Instruction in the Madras Presidency for the official year 1913-14.*

Objects of expenditure.	Expenditure of District Boards on Public Instruction.														
	In institutions managed by District Boards.											In institutions managed by			Total District Fund expenditure on public instruction.
	Number of institutions.	Number of scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial revenues.	District funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Government.	Municipal Boards.	Private persons or associations.	
1.	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Collegiate education.															
Arts Colleges—															
English	1	26	26	22	...	6,282	...	...	...	...	6,282	...	...	...	6,282
Oriental	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Colleges or departments of Colleges for professional training—															
Law	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Teaching	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Agriculture	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	1	26	26	22	...	6,282	...	...	...	...	6,282	...	...	...	6,282
School education general.															
Secondary Schools—															
For boys — High schools, English	14	5,908	5,820	5,357	(a) 3,814	...	...	(b) 1,19,718	...	730	1,24,262	...	44	1,000	1,044
For boys — Middle schools — English	48	7,971	7,774	6,944	...	2,299	...	1,15,826	480	483	1,19,088	...	...	...	2,299
For boys — Middle schools — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — High schools, English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Middle schools — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Middle schools — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	62	13,879	13,594	12,301	3,814	2,299	...	2,35,544	480	1,213	2,43,350	...	44	1,000	3,343
Primary Schools—															
For boys — Upper Primary	1,885	150,931	143,010	118,222	...	8,11,077	...	1,26,984	929	955	9,39,945	...	...	10	8,11,087
For boys — Lower Primary	3,842	170,887	166,818	136,784	...	9,73,440	...	918	54	641	9,75,053	...	...	34	9,73,474
Total Primary boys	5,727	321,868	309,828	255,006	...	17,84,517	...	1,27,902	983	1,596	19,14,998	...	...	44	17,84,561
For girls — Upper Primary	41	3,732	3,568	2,828	...	22,760	...	154	...	3	22,917	...	...	...	22,760
For girls — Lower Primary	315	15,823	14,799	12,095	...	86,461	...	80	250	...	86,791	...	...	...	86,461
Total Primary girls	356	19,555	18,367	14,923	...	1,09,221	...	234	250	3	1,09,708	...	...	...	1,09,221
Total Primary Schools for boys and girls	6,083	341,423	328,195	269,929	...	18,93,738	...	1,28,136	1,233	1,599	20,24,706	...	...	44	18,93,782
Special education.															
Schools for special instruction—															
Training schools for masters	43	821	808	773	...	78,043	...	10	...	2	78,055	1,938	...	594	80,575
Do. for mistresses	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Schools of Art	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Law schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering and surveying schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

School sites	Technical and industrial schools																					
	Commercial schools																					
	Agricultural schools																					
	Reformatory schools																					
	Other schools																					
					Total		43	821	808	773	...	78,043	...	10	...	2	78,055	1,938	...	594	80,575
	Buildings																					
	Furniture and apparatus (special grants only)										37,576	3,96,871	...	...	300	...	3,97,171	...	...	...	3,96,871
											...	...	...	...	...	...	37,576	...	...	...	...
					Total		...	...	...	...	37,576	3,96,871	...	...	300	...	4,34,747	...	...	...	3,96,871
Inspection—																						
Scholarships held in	Arts colleges																				128	
	Medical colleges																				...	
	Other Professional colleges																				34	
	Secondary schools																				235	
	Primary schools																				...	
	Medical schools																				...	
	Technical and industrial schools																				12,430	
	Other special schools																				12,827	
Miscellaneous																						
					Total		...	...	...	...	...	...	...	...	...	...	...	...	...	...		
					Grand total		6,189	356,149	342,623	283,025	41,390	23,77,233	...	3,63,690	2,013	2,814	27,87,140	1,938	44	1,638	23,93,680

(*a*) Represents net cost paid to the Board High School, Chittoor.

(*b*) Surplus fees to Local Boards Rs. 11,634.

(7)—*Return showing the distribution of District and Municipal expenditure on Public Instruction in the Madras Presidency for the official year 1913-14*—continued.

Objects of expenditure—*cont.*	Expenditure of Municipal Boards on Public Instruction.															Total expenditure of District and Municipal Boards on Public Instruction.
	In institutions managed by Municipal Boards.											In institutions managed by			Total Municipal expenditure on public instruction.	
	Number of institutions.	Number of scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial revenues.	Municipal funds.	District funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Government.	District Boards.	Private persons or associations.		
	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
					Rs.	Rs.	Rs.	Rs.(a)	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Collegiate education. — *Arts Colleges*— English	3	357	375	339	...	...	...	34,825	...	162	34,987	...	...	...	...	...
Oriental	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	6,282
Colleges or departments of Colleges for professional training— Law	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Teaching	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Agriculture	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	3	357	375	339	...	...	...	34,825	...	162	34,987	...	...	...	...	6,282
School education general. — *Secondary Schools*— For boys — High schools, English	16	6,797	6,841	6,184	(b) 31,696	...	44	1,50,024	...	1,204	1,82,968	...	...	...	...	1,044
For boys — Middle schools — English	6	1,058	1,018	899	...	...	...	15,978	...	579	16,557	...	...	...	...	2,299
For boys — Middle schools — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — High schools, English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Middle schools — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Middle schools — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	22	7,855	7,859	7,083	31,696	...	44	(c)1,66,002	...	1,783	1,99,525	...	...	...	...	3,343
Primary Schools— For boys — Upper Primary	156	18,603	17,397	13,643	...	1,34,135	...	9,733	...	150	1,44,018	...	...	23,716	1,62,851	9,73,938
For boys — Lower Primary	288	17,868	16,668	13,372	...	1,15,427	...	102	...	3	1,15,532	...	...	26,802	1,42,229	11,15,703
Total Primary boys	444	36,471	34,065	27,015	...	2,49,562	...	9,835	...	153	2,59,550	...	...	55,518	3,05,080	20,89,641
For girls — Upper Primary	9	1,312	1,255	918	...	11,192	...	116	...	...	11,308	...	...	15,185	26,677	49,437
For girls — Lower Primary	19	1,141	1,014	744	...	6,341	...	8	...	2	6,351	...	...	2,198	8,539	95,000
Total Primary girls	28	2,453	2,269	1,662	...	17,533	...	124	...	2	17,659	...	...	17,683	35,216	1,44,437
Total Primary Schools for boys and girls	472	38,924	36,334	28,677	...	2,67,095	...	9,959	...	155	2,77,209	...	...	73,201	3,40,296	22,34,078
Schools for special instruction— Training schools for masters	...	...	...	...	...	...	...	...	...	...	...	2,577	...	34	2,611	83,186
Training schools for mistresses	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Do.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Schools of Art	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Law schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering and surveying schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

Schools for Special Instruction	Technical and industrial schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Commercial schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Agricultural schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Reformatory schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Other schools	...	...	...	...	...	...	5	98	98	63	...	705	...	...	...	...	705	300	...	...	1,005	1,005
	Total	...						5	98	98	63	...	705	...	...	...	...	705	2,877	...	34	3,616	34,191
Buildings	...	...	...	...	...	...	...	...	...	...	...	...	2,19,053	...	...	...	...	2,19,053	...	...	...	2,19,053	6,15,924
Furniture and apparatus (special grants only)							...	...	...	...	...	28,306	...	...	...	...	...	28,306	...	...	...	...	...
	Total	...						...	...	...	...	28,306	2,19,053	...	...	...	...	2,47,359	...	...	...	2,19,053	6,15,924
Scholarships held in	Inspection—																						
	Arts colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	45	173
	Medical colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Other Professional colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Secondary schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	34
	Primary schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	235
	Medical schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Technical and industrial schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Other special schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Miscellaneous	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	12,430
	Total	...						...	...	...	...	...	...	...	...	...	...	...	...	...	...	45	12,872
	Grand total	...						502	47,234	44,666	36,162	60,002	4,86,853	44	2,10,786	...	2,100	7,59,785	2,877	...	73,235	5,63,010	29,56,690

(*a*) Surplus fees Rs. 86.

(*b*) Represents net cost to Municipal Schools.

(*c*) Surplus fees Rs. 3,118.

(8)—*Return showing the attendance and expenditure in hostels and boarding houses in the Madras Presidency for the official year 1913-14.*

Class of Hostels or Boarding houses.	Number of		Number of boarders who are students of					Expenditure from				
	Hostels or Boarding-houses.	Boarders.	Arts colleges.	Colleges for professional training.	Secondary schools.	Elementary schools.	Special schools.	Provincial revenues.	District or Municipal funds.	Subscriptions and other sources.	Fees.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13
For Males.								RS.	RS.	RS.	RS.	RS.
1. Managed by Government ...	13	925	341	94	103	229	158	* 28,737	...	† 63,227	86,792	1,78,756
2. Managed by District or Municipal Boards.	3	196	81	...	85	30	...	...	7,916	2,520	3,891	14,327
3. Aided by Government or by District or by Municipal Boards.	22	1,553	...	...	384	1,132	37	56,057	768	44,986	43,877	1,45,688
4. Unaided	205	9,553	1,157	...	3,907	3,305	1,184	...	...	3,05,922	2,36,285	5,42,207
Total ...	243	12,227	1,579	94	4,479	4,696	1,379	84,794	8,684	4,16,655	3,70,845	8,80,978
For Females.												
1. Managed by Government ...	3	197	...	...	91	86	20	‡ 7,225	...	§ 38,982	4,803	51,010
2. Managed by District or Municipal Boards.	...	...	...	...	...	...	...	...	...	...	...	..
3. Aided by Government or by District or by Municipal Boards.	27	1,195	...	...	526	603	66	54,421	2,183	50,532	42,867	1,50,003
4. Unaided	95	5,171	21	1	1,024	3,632	493	...	...	1,58,499	74,920	2,33,419
Total ...	125	6,563	21	1	1,641	4,321	579	61,646	2,183	2,48,013	1,22,590	4,34,432
Grand total ...	368	18,790	1,600	95	6,120	9,017	1,958	1,46,440	10,867	6,64,668	4,93,435	13,15,410

* Lawrence Memorial school Provincial grant.
† Lawrence Memorial school Miscellaneous receipts, Rs. 62,622.
‡ Lawrence Memorial school Provincial grant.
§ Lawrence Memorial school Miscellaneous receipts, Rs. 38,982

(9)—*Number and qualifications of teachers.*

			* In Primary schools.						† In Middle schools.					‡ In High schools.					§ In colleges.					Total.
			Government.	Board.	Municipal.	Native States.	Aided.	Unaided.	Government.	Board.	Municipal.	Aided.	Unaided.	Government.	Board.	Municipal.	Aided.	Unaided.	Government.	Board.	Municipal.	Aided.	Unaided.	
1			2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
In Schools for Indians.	Teachers of Vernacular.	Trained	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Untrained	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Total ...	...	...	...	...		...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Anglo-Vernacular Teachers and Teachers of Classical Languages.	Trained	891	6,892	940	6	7,724	551	5	218	24	733	17	90	144	169	1,887	43	42	2	16	122	8	20,524
		Untrained	316	4,838	393	6	20,688	4,534	4	122	15	326	23	36	78	112	1,052	69	33	1	5	154	9	32,814
		Total ...	1,207	11,730	1,333	12	28,412	5,085	9	340	39	1,059	40	126	222	281	2,939	112	75	3	21	276	17	53,338
		Possessing a degree.	12	...	...	...	8	...	1	13	1	40	4	43	40	68	774	25	63	2	16	192	15	1,317
		Possessing no degree.	1,195	11,730	1,333	12	28,404	5,085	8	327	38	1,019	36	83	182	213	2,165	87	12	1	5	84	2	52,021
		Total ...	1,207	11,730	1,333	12	28,412	5,085	9	340	39	1,059	40	126	222	281	2,939	112	75	3	21	276	17	53,338
In Schools for Europeans.	.....	Trained	..	...	...	...	46	...	...	...	...	192	...	20	...	...	165	...	...	...	...	...	...	423
		Untrained	...	...	...	...	25	...	...	...	...	78	...	6	...	...	77	...	...	...	...	...	...	186
		Total ...	...	...	...	...	71	...	...	...	...	270	...	26	...	...	242	...	...	...	...	...	...	609
		Possessing a degree	...	...	...	...	...	...	...	...	...	10	...	...	...	...	34	...	...	...	...	...	...	44
		Possessing no degree.	...	...	...	...	71	...	...	...	...	260	...	26	...	...	208	...	...	...	...	...	...	565
		Total ...	...	...	...	...	71	...	...	...	...	270	...	26	...	...	242	...	...	...	...	...	...	609
		Grand Total of all teachers.	1,207	11,730	1,333	12	28,483	5,085	9	340	39	1,329	40	152	222	281	3,181	112	75	3	21	276	17	53,947

* All Elementary schools in the case of schools for Indians.
† Non-European Secondary schools with no form higher than the third and Preparatory Secondary schools with classe up to the fourth in the case of schools for Indians.
‡ Non-European Secondary schools with forms higher than the third in the case of schools for Indians.
§ Ecludes Professional colleges but includes Oriental colleges.

Government of Madras.

EDUCATIONAL DEPARTMENT.

Read.	1915.	*Enclosures*
Regd.		*Spare copies*

G.O. Nos. 93, 94, 29th January 1915.

Report on Public Instruction.

Recording, with remarks, the — in the Madras Presidency for 1913–14.

GOVERNMENT OF MADRAS.

EDUCATIONAL DEPARTMENT.

Order—No. 93, Educational, dated 29th January 1915.

Recorded.

2. *Imperial grants.*—Further Imperial grants for the advancement of education were received during the year under report. These consisted of a recurring grant of 6·80 lakhs and a non-recurring grant of 49 lakhs distributed over three years. The assignments for 1913–14 were almost fully utilized within the year.

3. *General statistics of progress.*—The total number of institutions of all grades and their strength increased by 994 or 3·1 per cent. and 107,763 or 8 per cent., respectively. Taking the figures relating to non-European schools alone into account, there was an accession of 26·2, 7·8 and 7·8 per cent. to the number of students receiving collegiate, secondary and elementary education, respectively. There was a slight fall in the strength of the professional colleges, but that in the special schools rose by 6 per cent.

4. *Total expenditure.*—The total expenditure on education, direct and indirect, from all sources during the year reached the high figure of nearly 180 lakhs, representing an increase of 14 per cent. over that of the previous year. The share borne from Provincial funds, local and municipal funds, and fees and other sources, amounted to 79·91 lakhs (including subventions of 13·08 and 1·63 lakhs to local boards and municipal councils), 14·71 lakhs and 85·36 lakhs, respectively, the corresponding figures for the previous year being 65·58, 13·45 and 78·59 lakhs. While the total expenditure on education in 1912–13 was distributed almost equally between public and private funds, the share of the former in the year under review exceeded that of the latter by 9·26 lakhs. The "direct" outlay on colleges and schools was 119·60 lakhs, or 13·50 lakhs more than in the previous year, and the "indirect" expenditure on University, administration, building and equipment grant, scholarships and miscellaneous was 60·38 lakhs, or 8·86 lakhs over that of 1912–13. Secondary and elementary schools claimed 45·89 lakhs from public funds, or 7·55 lakhs more than in the previous year, and the major portion of this (39·48) was allotted for elementary schools. The grants-in-aid from Provincial funds to institutions under private management showed a further advance, from 25·46 to 32·31 lakhs, while that from district board funds remained almost stationary, and that from municipal funds fell from Rs. 81,675 to Rs. 73,235. The average annual cost of education per head of the population was nearly seven annas, or one anna more than in the previous year, and public funds contributed more than half of it.

5. *University and collegiate education.*—Among the chief events connected with the University may be mentioned the appointment of Mr. Mark Collins as University Professor of Comparative Philology and of four University readers in the Philology of the Indian languages and the course of special lectures on Differential Geometry, etc., delivered by Mr. E. H. Neville. There was a satisfactory increase in the number of students attending the Arts colleges. The slight fall in the total attendance at the professional colleges was solely due to the decrease in the number on the rolls of the Law College—from 566 in 1912–13 to 504 in 1913–14—a variation not attributed to any specific cause but apparently dependent on the results of the B.A. degree examination.

6. *Secondary and elementary education.*—The fall in the number of secondary schools for boys from 339 to 332 is explained in paragraph 6 of the report. The number of pupils in these schools rose from 106,396 to 115,425. The complete high schools numbered 155, and there was an increase from 23,090 to 24,756, or over 7 per cent., in the number of pupils in the three highest forms. The special help given in the previous year to aided schools to improve the pay and prospects of their teachers and the equipment and general accommodation of the institutions was continued and further grants were made for the provision and improvement of hostel accommodation.

The expansion of elementary education inaugurated in recent years was sustained during the year under report. The number of public elementary schools for boys and the attendance thereat further advanced from 25,211 and 1,014,448 to 26,005 and 1,088,686, respectively. Since the close of the year the Government have sanctioned grants to enable local bodies to open under their control 341 additional schools, many of which are intended for the backward classes.

7. *Special education.*—In order to meet the increasing demand for qualified teachers arrangements were made for the training of another extra batch of students in almost all the existing training schools and some temporary schools and higher classes in the existing institutions were also opened. The Government have also since sanctioned the permanent retention of the six lower elementary training schools which had been working on a temporary basis. The rates of stipends and stipendiary grants for secondary teachers were also enhanced.

The total number of students receiving education of a technical character exhibited a further decline, the fall being marked in the case of students studying "technical" and "commercial" subjects. The large decrease in the number against "civil engineering" apparently needs enquiry, which the Director of Public Instruction is requested to institute and report the result thereof to the Government. Since the 15th April 1914 the Director of Industries has been placed in direct charge of industrial education.

8. *Female education.*—The education of girls showed a further noticeable advance, there having been at the close of the year an accession of over 28,000 pupils (including the girls reading in schools not solely intended for them) to the number at the close of the previous year. With the help of Provincial funds 154 new elementary schools were opened by local bodies. The hostel for Brahman widows attached to the Government secondary and training school for mistresses, Triplicane, did useful work.

9. *European education.*—The number of institutions intended chiefly for Europeans rose by one, and the number of pupils in the several stages of instruction in them also exhibited generally an improvement. A further assignment from the Imperial grant was made to the recurring grant available for this branch of education and the objects on which it was utilized are mentioned in paragraph 10 of the report.

10. *Muhammadan education.*—The general progress noticed under this head in the last year's report was sustained. The number of institutions for Muhammadans under public management rose from 799 to 839 and their strength from 48,131 to 51,319. The Government of India have since sanctioned a recurring grant of Rs. 30,000 per annum for the improvement of Muhammadan education and proposals for the utilization of this amount have been called for from the Director of Public Instruction.

11. *Panchama education.*—This branch of education showed a marked advance. As already noticed in paragraph 6 *supra*, in sanctioning grants to local bodies in the current year for the opening of new schools, the claims of Panchamas and other backward classes were prominently kept in view.

12. The Government are glad to note that the report is a record of sustained progress. An important event which took place during the last month of the year was the departure of Sir Alfred Bourne on long leave preparatory to retirement. The Governor in Council has placed on record his high appreciation of Sir Alfred's efficient administration of the department and of the zeal and judgment which he always brought to bear in the discharge of his duties.

(True Extract.)

P. Rajagopala Achariyar,
Secretary to Government.

To the Director of Public Instruction.
,, Surgeon-General.
,, Accountant-General.
,, Registrar, Madras University.
,, Local and Municipal Department.
Editors' Table.

Endorsement—No. 94, Educational, dated 29th January 1915.

Copy to the Government of India, Department of Education.

P. RAJAGOPALA ACHARIYAR,
Secretary to Government.

REPORT

ON

PUBLIC INSTRUCTION

IN THE

MADRAS PRESIDENCY

1914-15.

VOLUME I.

MADRAS:
PRINTED BY THE SUPERINTENDENT, GOVERNMENT PRESS.

1916

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OFFICE OF THE DIRECTOR OF PUBLIC INSTRUCTION,
MADRAS, 22*nd October* 1915.

C. No. 8466 of 1915.

From

THE HON'BLE MR. J. H. STONE, M.A., F.R.H.S., C.I.E.,
DIRECTOR OF PUBLIC INSTRUCTION,
Madras,

To

THE SECRETARY TO GOVERNMENT,
EDUCATIONAL DEPARTMENT,
Madras.

SIR,

I have the honour to submit my report on the state and progress of education in this presidency during the year 1914–15.

2. *Events of the year.*—A brief resumé of the chief events of the year is given below, each of them being described at greater length where necessary under the appropriate heads of the report:—

(1) Pending the issue of final orders on the scheme of reorganization of the inspecting agency sanction has again been accorded by Government to the retention for another year from 1st November 1914 of the 48 temporary officers in the Sub-Assistant's cadre referred to in the last report. Sanction has also been given to the formation temporarily for a year of a new range in Malabar under the charge of a probationary Sub-Assistant Inspector with a view to equalize the work of the ordinary Sub-Assistant Inspectors in that district. The new range under the designation of "Badagara Range" was opened on the 5th December 1914.

(2) A second-grade residential college for women under departmental management was started in Madras in July 1914 as an experimental measure.

(3) Government have sanctioned, with effect from 1st January 1915, the permanent retention of the six temporary lower elementary training schools, viz., those at Chicacole, Ongole, Anantapur, Madras (Panchama), Cuddalore and Badagara, with the revised scale of staff sanctioned for the other lower elementary training schools under the scheme of reorganization introduced in the previous year.

(4) The post of Superintendent of Sanskrit Schools has been included in the ninth grade of the Provincial Educational Service, the extra cost being met from the savings effected by a reduction from 6 to 5 of the number of appointments in the first grade of the cadre of Sub-Assistant Inspectors.

(5) The organization of a peripatetic party has been sanctioned for a year in connection with the Oriental Manuscripts Library in view to the search for and acquisition of rare manuscripts in the various languages.

(6) A recurring Imperial grant of Rs. 30,000 has been made towards the expansion of Muhammadan education and proposals for its utilization during 1915–16 were submitted to Government before the end of 1914–15.

(7) The following were the important changes sanctioned in the Madras Educational Rules during the year:—

(i) The selection of subjects for the courses laid down for teachers' certificates of the secondary and elementary grades at the preliminary examination has been left to the Director's decision, and the Inspector of European and Training Schools has been empowered to determine which of the candidates shall be declared to have passed the examinations of the above grades, to notify the results in the *Fort St. George Gazette* and to enter them in the certificates of the

successful candidates in the form of marks, which shall be percentages of the maxima obtainable. This Inspector has also been allowed full discretion in regard to the appearance of a candidate who fails in the preliminary examination at a part or the whole of a subsequent examination without further attendance at a training school.

(ii) Government have sanctioned a permanent enhancement by Rs. 1-8-0 per mensem of the rate of stipends for students of the elementary grade under training in lieu of the temporary special allowance granted in consideration of the high prices of foodstuffs.

(iii) Rule 140 of the Madras Educational Rules has been amended by the addition of a provision empowering the Inspector of European and Training Schools to issue without further training on the specific recommendation of the Circle Inspector to a teacher holding a teachers' certificate of a lower grade who subsequently passes a higher literary examination a teachers' certificate corresponding to the higher literary examination that he has subsequently passed. The award of a teachers' certificate of the collegiate grade is, however, not subject to this rule.

(8) (i) Government have approved the proposal to enhance the limit of powers of Inspectors of Schools to sanction building grants from Rs. 100 to Rs. 250 and also vested the Inspectresses of Girls' Schools with the same powers.

(ii) Inspectors of Schools and Inspectresses of Girls' Schools have also been authorized to sanction grants to elementary schools for boys and girls respectively for furniture, books, etc., up to Rs. 100 within the allotment assigned by the Director for the circle.

(9) (i) No change of importance was made in the Code of Regulations for European Schools during the year except the alteration providing for the signature of the Inspector of European and Training Schools in the bill form for special grants to European schools (Appendix VII to the code).

(ii) The Inspector of European and Training Schools has been empowered to sanction cadet grants and the Primary, Middle and High school scholarships under the Code of Regulations for European Schools, while the European School Examination Board has been empowered to appoint examiners and superintendents for the above examinations.

(iii) The number of final scholarships awardable under the Code of Regulations for European Schools has been increased by two, making four in all, of which three, which are tenable ordinarily for one year only, are to be awarded to students in the third-year class of the B.A. Honours course, and the remaining one to a student reading for the B.L. degree.

3. *General statistics.*—Public institutions had a further accession of 946 to their number and 72,286 to their strength, the increase representing 3·4 and 5·4 per cent., respectively, against 3·5 and 8·0 per cent., respectively, in the preceding year. There was an increase under private institutions also, 38 additional schools and 724 additional pupils having been returned showing an advance on the previous year of 0·8 and 0·6 per cent. in number and strength, respectively, the corresponding percentages in the preceding year being 0·6 and 7·0. It will thus be observed that the increase in the number of scholars did not keep pace with that in the number of schools. Taking the institutions of all classes and grades together it will be observed further that there was an accession of 3·0 per cent. to their number and 5·0 per cent. to their strength, against 3·1 and 7·9 per cent., respectively, in the previous year. All classes of institutions except those classed as unaided participated, as last year, in the general improvement noticed above.

The proportion of male and female scholars to the respective population of school-age also increased further from 39·0 and 8·8 to 40·8 and 9·4 per cent., respectively, and the increase was shared by all classes of the community except Europeans who showed a slight decrease. The advance made by Muhammadans in particular both under males and females was noteworthy.

There was a further fall by 12·4 per cent. in the total number of scholars unprotected from small-pox, the decrease being shared by male pupils in all classes of schools and by female pupils in all except the elementary schools.

The number of institutions in municipal areas decreased by 2·8 per cent., while the number of scholars in them rose by 1·7 per cent. In non-municipal areas, however, both the number of institutions and scholars increased, the former by 3·5 and the latter by 5·7 per cent. The proportion of institutions and scholars in municipal areas to the total number of institutions and scholars was 8·2 and 18·7 per cent. respectively.

The total expenditure on education rose during the year from Rs. 180 lakhs to Rs. 193·5 lakhs, an increase of nearly 8 per cent. To the total expenditure, public funds contributed 54 per cent. and private funds 46 per cent., the corresponding percentages of the previous year being 53 and 47 respectively. Compared with the previous year there was an increased expenditure from public funds and fees, while there was a decrease of about rupees half a lakh from private funds. This decrease is however only apparent. The accounts of the Industrial Department were shown under Scientific, etc., Departments prior to January 1911 under Education from 1911 till April 1914 and from this date they have been retransferred to the head "Scientific, etc., Departments;" the Secretary of State having sanctioned the creation of a separate department under the control of the Director of Industries. The figures for 1914–15 exclude the statistics of the Industrial Department. An apparent decrease in expenditure from private funds is thus statistically indicated.

The total direct expenditure on education has risen from nearly Rs. 120 lakhs to over Rs. 130 lakhs. Deducting for the sake of comparison the expenditure of the Industrial Department from the figures of the previous year, it will be seen that the increase was shared by all classes of institutions, viz., colleges, secondary, elementary and special schools. The expenditure in Arts Colleges increased by over a lakh of rupees, that on secondary schools by nearly Rs. 5 lakhs and that on elementary schools by over Rs. 6 lakhs. The total expenditure by District Boards and Municipalities on Board schools increased by more than Rs. 4 lakhs while the Provincial subsidy to these schools increased by little over Rs. 1 lakh. Local Boards spent during the year unspent balances of previous years' grants as indicated in the last report.

The total indirect expenditure rose from Rs. 60 lakhs to Rs. 63 lakhs, an increase of Rs. 3 lakhs against an increase of Rs. 9 lakhs in the previous year. It will be observed that the expenditure under the heads University, Direction and Inspection decreased, while that on Buildings, Scholarships and Miscellaneous showed an increase. The decrease under the three heads is accounted for thus:—

(1) Grants to University decreased from Rs. 6 lakhs in 1912–13 to Rs. 3 lakhs in 1913–14 and from Rs. 3 lakhs to nearly Rs. 1 lakh in 1914–15.

(2) The temporary appointment of the Special Deputy Director of Public Instruction who was appointed for two years from July 1912, the cost of which appeared under Direction, ceased to exist from July 1914.

(3) The expenditure on account of the Superintendent of Industrial Education has been excluded from the accounts of the Educational Department from April 1914 as already stated.

The budget estimate for the year 1914–15 under "22. Education" was Rs. 79·42 lakhs and the revised estimate Rs. 79·38 lakhs. Including the accounts relating to the printing at private presses the expenditure was Rs. 78·28 lakhs or Rs. 1·10 lakhs less than the altered grant. The bulk of the decrease was under "Europe stores and Laboratory charges" of Government Colleges, General, and "Grants for furniture, apparatus, etc.," to aided schools. This is due to the fact that on account of the war, the articles indented for from Europe could not be got in time to incur the charges during the year.

The following is the summary of the Imperial grants that were available during the year. The first was the non-recurring Imperial grant of Rs. 16·31 lakhs (the second instalment of the total grant of Rs. 40 lakhs given by the Government of India for expenditure in three years 1913–14 to 1915–16) out of which Rs. 11·69 lakhs were spent during the year. The other non-recurring assignment was Rs. 16,000 towards Muhammadan hostels which was fully spent during the year. Three recurring assignments, viz., Rs. 80,000 for the improvement of aided secondary schools, Rs. 30,000 for the extension of education among the poorer

classes of the domiciled community in the city of Madras and Rs. 30,000 for the improvement of Muhammadan education were fully spent during the year. Lastly, there was the recurring assignment of Rs. 16·30 lakhs which is made up of Rs. 8·25 lakhs sanctioned in 1912–13, Rs. 6·80 lakhs sanctioned in 1913–14 and Rs. 1·25 lakhs sanctioned in 1914–15. Of this, the amount intended for the extension and improvement of elementary and girls' education is approximately Rs. 11 lakhs. Excluding the amount of Rs. 12,000 relating to industrial education, the whole of this recurring grant of Rs. 16·18 lakhs was spent during the year. A large portion of this assignment appears under subsidies to local boards and grants-in-aid, the main objects of expenditure being the improvement of existing schools by the payment of increased teaching grants, enhanced rates of capitation grants for girls and pupils belonging to the backward classes, capitation allowances on account of pupils in the four lower standards in all elementary schools under public management irrespective of their grade and by additions to and improvements in the scale of salaries of the staff of Local Board and Municipal schools.

Excluding the figures relating to the Lawrence Memorial School, Ootacamund, but including the expenditure on Government educational buildings, Provincial receipts and charges aggregated Rs. 3·25 lakhs and Rs. 84·80 lakhs, respectively, against Rs 3·14 lakhs and Rs. 82·34 lakhs of the previous year. It will be noticed, however, that the expenditure decreased under the following heads, viz., University, Direction, Inspection and Grants-in-aid and Miscellaneous charges which excluded industrial schools. The decrease under grants-in-aid was only about a quarter of a lakh. Excluding furniture grants there has been a general increase. As regards furniture grants, a special grant of Rs. 4 lakhs was sanctioned in 1913–14 while during the year 1914–15 only Rs. ·86 lakh was spent on furniture, etc.

Out of Rs. 6 lakhs provided for the acquisition of sites for play-grounds for educational institutions in the Madras city and in the mufassal, a lakh of rupees was spent during the year for the latter and Rs. 1·36 lakhs for the former. In the Madras city, lands were acquired by Government and lent to institutions under private management for so long as they are utilized for the purposes for which the alienation was made.

4. *Controlling agencies.*—Sir Alfred Bourne, who availed himself of six months' leave from 22nd February 1914, having retired at the end of the leave, I was appointed to the office of Director of Public Instruction and Commissioner for Government Examinations permanently with effect from 22nd August 1914. Sir Alfred was connected with the department for the long period of 28 years and he presided over it for more than a decade. The conspicuous ability and zeal with which he discharged the duties of his office were duly recognized by Government and recorded in Gazette Notification No. 115, dated 9th September 1914.

I was in charge of the department almost the whole year towards the close of which unforeseen contingencies compelled me to proceed on six months' combined leave. Mr. H. S. Duncan who was appointed to succeed me took charge of the department on the afternoon of 10th March 1915.

During the year, I made six tours, during one of which I conferred with the Honourable the Resident in Mysore on educational matters affecting Coorg and Bangalore. I visited several places and inspected a large number of schools in about 16 districts.

During the year Rao Bahadur M. Kameswara Rao Pantulu, Inspector of Schools, Second Circle, died on the 1st July 1914 after a brief illness. He was unostentious and gentlemanly in his dealings with his subordinates and was well known as a methodical and conscientious worker during a service of over 37 years in the department.

I presided over a conference of inspecting officers at Ootacamund in June 1914, at which several important educational questions were discussed some of which were dealt with in my letter No. 5536–14, dated 9th March 1915.

My revised proposals for the reorganization of the inspecting agency are still under the consideration of Government and consequently no relief could be given to the inspecting officers most of whom have had to work at high pressure. I am, however, glad to state that the inspecting officers of all grades have striven energetically to maintain the level of efficiency attained in previous years.

5. *University and Collegiate education.*—Among the University Regulations passed during the year may be mentioned the following :—

(1) In accordance with a resolution passed by the Senate at its meeting held on 30th October 1914 the Syndicate has issued a circular to all affiliated colleges notifying the "rules and directions" to come into force in 1916 in connection with the admission of holders of secondary school-leaving certificates to University courses of study under Regulation 166 (*a*) and intimating that, while for the current year they may be regarded as recommendations only, after the year 1915–16 no student admitted other than in accordance therewith will be eligible for registration as a Matriculate of the University.

Agreeably to this resolution a system of moderation was worked out under the supervision of the Commissioner for Government Examinations and the moderated marks were entered in each secondary school-leaving certificate issued in May last by the Secretary to the Commissioner for Government Examinations. The rules and directions drawn up were, however, found unsatisfactory in practice and require considerable modification before they can be enforced.

(2) In their order No. 1318, Educational, dated 21st November 1914, Government sanctioned the amendment to Transitory Regulation 416 relating to the continuance of the B.A. degree examination under the old by-laws for the years 1915 and 1916.

(3) Certain alterations in the Law Regulations passed by the Senate with a view to make somewhat less rigid the conditions governing the grant of attendance certificates to law students have been sanctioned by Government, who have further sanctioned since the close of the year the new regulations providing for a three-year course involving the institution of three examinations entitled the "First Examination in Law," the "Second Examination in Law," and the "B.L. Degree examination" in lieu of the two examinations under the existing regulations, and a Transitory Regulation dealing with the continuance of the existing regulations until the introduction of the new courses.

(4) A revised body of regulations for the B.E. degree examination passed by the Senate in November last has been sanctioned by Government with effect from the examinations of 1917.

(5) Certain alterations in Regulations 185 and 187 relating to vernacular languages for the Intermediate Examination in Arts have been sanctioned.

(6) A revision of Regulations 197 and 198 relating to the B.A. degree examination has also been sanctioned by Government, the object of the alterations being (1) to revise and expand the syllabus in physics prescribed for optional Group (II-B.) of the B.A. degree courses, (2) to improve and simplify the courses in Sanskrit for the B.A. degree examination and (3) to improve the syllabus of studies for the B.A. degree examination under Group VI—Arabic and Persian.

(7) Certain amendments to Regulations 203, 209 and 210 relating to the B.A. (Honours) degree examination in Physical and Natural sciences and in Branch VII—English have been sanctioned in G.O. No. 1350, Educational, dated 1st December 1914.

(8) (i) M.R.Ry. S. Krishnaswami Ayyangar Avargal, M.A., has been appointed University Professor of Indian History and Archæology, and the results of his researches in these subjects will, it is expected, be announced in the form of University lectures for the benefit of students in History studying for the B.A. degree and B.A. (Honours) degree examinations.

(ii) Dr. Mark Collins, the University Professor of Philology, who has been appointed Chairman of the Board of Studies in Sanskrit, etc., and has also been entrusted with the supervision of the University Readers the number of whom has been increased from 4 to 5 including the newly appointed Reader in Telugu, has been lecturing on "Comparative Philology" to students of the Sanskrit Honours course.

(iii) Special University lectures on "Drainage works" were delivered by Mr. J. W. Madeley, Special Engineer, Madras Corporation, in the College of Engineering in November and December 1914 to qualified persons likely to profit thereby and a course of similar lectures on "Cities in Evolution" was given in the

Presidency College, Madras, from 1st to 6th February 1915 by Professor P. Geddes, the cost being met from the annual recurring Imperial grant of Rs. 65,000.

A lecture on "Investigations in Acoustics" was delivered in the Presidency College in January 1915 by M.R.Ry. C. Venkataraman Avargal, M.A., of the Finance Department in connection with the Sir Subrahmanya Ayyar Lectureship of 1915.

(iv) Arrangements have also been made for courses of special University lectures being delivered during the year 1915–16 on (i) Tropical diseases including Malaria, Kala Azar, etc., (ii) Indian Ethnology and (iii) Architecture, the cost being met from the recurring Imperial grant referred to above.

(v) At the suggestion of the Director of Public Instruction arrangements were made for holding a series of vacation lectures in Laboratory Practice under the auspices of the University for the benefit of Science teachers in secondary schools, the lectures being delivered at the Teachers' College, Saidapet, the Government College, Rajahmundry, and the S.P.G. College, Trichinopoly, by the respective lecturers in physics.

(9) (i) During the year the Government Madras College for Women and the Madanapalle High School were affiliated to the University in Group III of the Intermediate courses, and further affiliation was granted in Group III of the same courses to the Central College, Bangalore.

The affiliation of the Findlay College, Mannārgudi, as a first-grade college in Group V—History and Economics, of the B.A. degree courses has also been sanctioned by Government after a protracted discussion by the Senate.

(ii) During the year the Saivaprakasa Vidya Sala, Chidambaram, and the Raja's Sanskrit Patasala, Parlākimedi, were recognized by the Syndicate as qualified to give instruction under the regulations for the Oriental Title Examination, the former for the title of Vidwan in Tamil and the latter for the title of Vidwan in Sanskrit and Uriya.

The revision of the regulations for the Oriental Title Examination is under the consideration of a committee appointed by the Syndicate for the purpose.

The number of first-grade colleges continued to be 11, while that of second-grade colleges rose from 20 to 21 in consequence of the opening by Government in July 1914 of the Madras College for Women. There was a further accession to the strength of Arts colleges which had on the 31st March last 8,159 students on the rolls or 1,159 more than in the previous year, the increase being shared by all the departments. The post-graduate class disappeared altogether from the scene presumably as the result of the regulation permitting graduates in arts who desire to qualify for the M.A. degree to present themselves for the B.A. (Honours) degree examination in the subjects in which they qualified for the B.A. degree. For the B.A. (Honours) course there were in all 401 students, of whom 213 were in the Presidency College, 109 in the Madras Christian College and 79 in St. Joseph's College, Trichinopoly, against 204, 69 and 52 respectively in the preceding year.

A summary of the results of the various University examinations held under both the old and new regulations will be found in the supplemental statistics. The results of the B.A. (Honours) degree examination were on the whole satisfactory, but those of the Intermediate examination were poor, the percentage of success having fallen from 39 to 27·5. The lower percentage was presumably due to indiscriminate admissions and promotions in the Intermediate classes.

In the three professional colleges under the control of the department, viz., the Law College, the College of Engineering and the Teachers' College, Saidapet, all of which maintained their level of usefulness and efficiency during the year, there were 500, 429 and 100 students respectively on the rolls on the 31st March last, the corresponding figures for the previous year being 504, 380 and 102.

The new equipment of the Electrical Engineering laboratory in the College of Engineering has been completed under the direction of Mr. Cartwright, the Professor of Mechanical Engineering, while the appointment of a Professor of Electrical Engineering in the Indian Educational Service and of a laboratory assistant to him on a salary of Rs. 200—40—400 has been sanctioned since the close of the year.

6. *Secondary education.*—During the year the number of secondary schools increased from 332 to 333, the number of pupils reading therein from 115,425 to 123,140, *i.e.*, by 6·7 per cent. and the number of teachers employed from 4,748 to 5,004 or by 5·4 per cent. Two schools were newly opened—Georgetown Secondary school for Muhammadans and Palni Sri Dandapani National Secondary school; two elementary schools became secondary—Tiruppur Local Board school and Rentachintala A.E.L.M. school; the Proddatur Local Board school was amalgamated with the Proddatur National Secondary school, the Chebrole Hindu school containing 44 pupils has become a private institution, while the Adōni Hindu Secondary school which contained 21 pupils has been closed. There were 159 complete secondary schools, as against 155 last year, and in addition 11 schools were in course of becoming complete. Five of these contained forms up to and including the fifth and six contained forms up to and including the fourth. The number of pupils reading in the three highest forms increased from 24,756 to 26,818, *i.e.*, by 8·3 per cent. as compared with a 7 per cent. increase the previous year. The percentage of male pupils attending secondary schools to the male population of school-going age has increased from 3·75 to 4 per cent. Anantapur remains the most backward district from the point of view of secondary education, Madras and Tanjore the most advanced. There is a notable increase in the number of Panchamas and non-Brahman caste Hindus reading in secondary schools. The number of teachers professionally qualified shows a steady increase though the increase is not sufficiently large to prevent a slow decrease in the percentage of professionally qualified teachers employed in secondary schools. The opening of the Teachers' College in the Circars will, it is expected, eventually arrest this percentage decrease of professionally qualified teachers.

During the year Government approved the proposal to improve the study of languages other than English under the Secondary School-Leaving Certificate scheme by (i) making Sanskrit and other classical languages and modern European languages in Group C alternative with vernacular translation and composition under Group A and (ii) stiffening the vernacular course under Group A by setting text-books and insisting on a modicum of grammar. These proposals have not yet been given effect to as the revision of syllabuses under certain subjects and the drawing up of text-books under vernacular are still under the consideration of the School-Leaving Certificate Board. During the year 5,529 secondary school-leaving certificates were completed, while 2,389 candidates were taking a supplementary course in order to improve their certificates, the corresponding figures for the previous year being 4,860 and 2,241 respectively.

The total direct expenditure on secondary schools rose from Rs. 28·7 lakhs to Rs. 33 lakhs. To this increase of Rs. 4·3 lakhs, Board schools contributed about Rs. 1·5 lakhs and schools under private management about Rs. 2·6 lakhs. In addition thereto, non-recurring grants-in-aid to the extent of about Rs. 2½ lakhs were sanctioned to aided schools on account of school buildings, hostels and playgrounds. Out of the recurring Imperial assignment of Rs. 80,000 made during the year for the improvement of aided English secondary schools, over Rs. 48,500 was given as extra teaching grant to cover the loss of fee income foregone on account of Muhammadans, Uriyas, girls and pupils of the backward classes and castes and about Rs. 31,500 as additional teaching grants to secondary schools. To the total direct expenditure, public funds contributed 13 per cent., fees 73 per cent. and other sources 14 per cent., the corresponding percentages for the previous year being 10, 77 and 13 respectively. The average cost of educating each student was Rs. 27-3-0. Each pupil paid an average fee of Rs. 19-14-0. In the case of Municipal and Board secondary schools fees met 76 per cent. of the total expenditure, Board funds 21 per cent., the balance of 3 per cent. being met by Government. As regards aided schools, fees met 74 per cent., Government grant 9 per cent. and manager's funds 17 per cent. of the total expenditure.

7. *Elementary education.*—The number of public elementary schools for boys increased from 26,005 to 26,905 or by 3·5 per cent., while the number of pupils in them rose from 1,088,686 to 1,143,995 or by 5·1 per cent. The increase was shared by all the three grades of elementary schools. The number of schools with standards above the fourth increased by 10·6 per cent.; and of this increase

72·7 per cent. was among schools under public management. This latter increase was evidently due to the removal of the restriction that formerly existed of paying capitation allowance only to those elementary schools under public management, which contained the four lower standards only. The percentage of male pupils attending public elementary schools to the male population of school-age rose from 31·1 per cent. to 32·7 per cent.

Municipal Councils and Local Boards opened 32 and 388 new schools respectively during the year, the cost being met mainly out of a portion of the Imperial grant of Rs. 1·25 lakhs. These schools accounted for 37·2 per cent. of the net increase in the number of public elementary schools, and for 58·3 per cent. of the net increase in the number of pupils attending them.

The increase in the number of public elementary schools led to an increase of 1,949 in the number of teachers employed in them. The number of teachers holding professional certificates was 32·6 per cent. of the total number employed. In seven districts every village with a population of over 2,000 was supplied with a school.

During the year 571 buildings were constructed to provide accommodation for public elementary schools. Of these 274 were constructed for schools under the management of Municipal Councils and Local Boards. On the 31st March 1915, 38·3 per cent. of the public elementary schools were held in buildings of their own, 33·6 per cent. in rented buildings and 28·1 per cent. either in chavadis, choultries or in managers' or headmasters' dwellings.

The total expenditure on elementary schools for boys rose from Rs. 48·37 lakhs to Rs. 53·17 lakhs towards which public funds contributed 73 per cent., fees 13 per cent. and other sources 14 per cent., the corresponding percentages of the previous year being 70, 14 and 16 respectively. Out of the increase of nearly Rs. 5 lakhs which was to a large extent met, as usual, from public funds, about Rs. 2 lakhs was spent on Board schools and more than Rs. 2·5 lakhs as teaching grant to aided elementary schools. This large increase of teaching grant is accounted for thus. Against a total demand of Rs. 14·44 lakhs in 1913–14 only Rs. 13·41 lakhs was paid in that year as teaching grant to aided elementary schools. In view, however, of the desirability of paying in full the teaching grant to elementary schools, the balance, viz., Rs. 1·03 lakhs, was sanctioned during 1914–15. The average cost per pupil was Rs. 4–12–1 against Rs. 4–10–0. Each pupil in a Government school (mostly in Agency tracts) cost Rs. 13–8–9, in a Board school Rs. 6–3–6 and in an aided school Rs. 4–2–6. Fees met 3 per cent. of the expenditure in Government schools, 5 per cent. in Board schools and 17 per cent. in aided schools.

8. *Special education.*—The number and strength of schools for special education fell from 204 and 9,068 to 166 and 7,134, respectively, the decrease, which is nominal, being due mainly to the transfer of Industrial schools to the control of the Director of Industries. The institutions classed as technical and intended for non-Europeans were fewer in number by six and contained consequently 296 students less than in the previous year, while the single European Technical school had an accession of 28 students.

During the year the six Government temporary lower elementary training schools for masters, viz., those at Chicacole, Ongole, Anantapur, Madras (Panchama), Cuddalore and Badagara (Malabar) were placed on a permanent footing with the revised scale of staff and establishment sanctioned for schools of the same grade under the scheme of reorganization but without claim to grain compensation allowance. The absence of separate Drill instructors in this class of training schools having interfered with the work of the staff and indirectly with the efficiency of the schools, separate instructors on Rs. 20 per mensem each have been sanctioned for all the lower elementary training schools. The existing higher elementary training schools having failed to meet the requirements of some districts, higher elementary sections have been opened as a temporary measure in the lower elementary schools at Berhampur, Madras (Muhammadan) and Tanjore, while an extra batch of higher elementary teachers had to be admitted into the higher elementary training school at Nellore under a special temporary assistant on a salary of Rs. 60 per mensem. The question of opening additional training schools in some

of the districts where training schools already exist and new schools in such districts asKistna, Ramnad, etc., which, it is reported, have need for such schools is under consideration. The existing facilities for the training of caste mistresses not being considered sufficient to meet the growing demand for qualified women teachers, the conversion of some of the large and important Government Girls' schools into training schools for mistresses is being urged and I intend remitting the question of selecting the seats of such schools and formulating the necessary proposals to the conference of the Inspectresses which it is proposed to summon in December next.

Of the two Manual Training Instructors stated to have been appointed by the Secretary of State in the last report, the senior, viz., Mr. C. R. Porrett, has been attached to the Teachers' College, Saidapet, and the junior, viz., Mr. W. Fyfe, has been placed at the disposal of the Inspector of European and Training Schools. A class for training Manual Instructors has been working in connection with the Teachers' College, Saidapet, since January 1915 with the sanction of Government accorded in their Order No. 27, Educational, dated 8th January 1915, and ten stipends of Rs. 15 per mensem each have been awarded to the students who are required to undergo the course for two years, and who being either Matriculates or holders of secondary school-leaving certificates are also permitted to receive instruction in the secondary training section attached to the college in the methods of teaching the ordinary subjects of the school curriculum with a view to qualify themselves as ordinary secondary teachers.

The construction of a manual training workshop has been administratively approved by Government and the preparation of the necessary detailed plans and estimates for the work by the Public Works Department has been ordered.

The number of training schools for masters rose from 54 to 56 and their strength from 3,780 to 3,979, in consequence of the opening of three temporary training schools at Guntūr (Muhammadan), Triplicane (Madras) and Coonoor and the closing at the end of the year of the temporary training school at Amalāpuram.

The training schools for non-European mistresses increased by one and the numbers under training by 180, the addition to the list having been brought about by the conversion of the C.M.S. Secondary Girls' School, Masulipatam, into a Training school for mistresses. Twenty-three mistresses or 4 more than in the previous year were under training on the 31st March 1915 in the single European Training school, viz., the Presentation Convent Training class, Georgetown. Forty-six sessional schools were at work at the close of the year with 875 students, the corresponding figures for the previous year being 43 and 821.

No progress worth recording has been made with regard to the construction of buildings for training schools. The question of erecting a new building in the Johannes Gardens, Saidapet, in place of the existing buildings which are in a dilapidated condition is still under consideration.

The School of Arts, Madras, the School of Commerce, Calicut, the Reformatory School, Chingleput, and the Art class, Kumbakōnam, continued to work on the usual lines. There was a further fall in the strength of the first two institutions, the decrease being but slight in the one case and due in the other case to the introduction of commercial subjects for the school final course in many secondary schools. During the year four students of the School of Commerce qualified themselves for the diploma in commerce and six for group certificates, two in book-keeping and four in shorthand.

The Art class, Kumbakōnam, had 48 pupils only on the 31st March last, the attendance being subject to frequent fluctuations in the course of the year. It is noteworthy that six female pupils were in attendance in the class from June to November 1914.

There were on the 31st March last 2,339 students receiving education of a technical character, of whom 463 were pursuing art education, 47 technical education dealing with engineering subjects and telegraphy, 420 industrial education and 1,409 commercial education. None were returned under the head "agriculture". The decrease under industrial education was due to causes already explained.

The total number of subject candidates examined for the three grades of the Government Technical examinations was 13,867 (including 398 females), of whom 6,430 (including 236 females) were successful. Eight diplomas of which six were for commerce and 134 group certificates, of which three were for letter press printing, were issued during the year.

9. *Female education.*—The number of schools intended for non-European girls increased by 72 (of which 69 were public institutions) and their strength by about 10,000; while the total number of girls under instruction on the 31st March last, including those in schools not solely intended for them, showed an advance of nearly 18,500 over the figure for the corresponding day of the previous year. During the past year a college for women under departmental management was opened in Madras with a staff consisting of a lady Principal and the requisite number of assistant professors and Language teachers, most of whom are part-time officers; it has been affiliated to the local University as a second-grade college fitted to impart instruction for the intermediate course in Group III, though arrangements have also been made for instruction in Groups I and II which the students taking Mathematics and Science and Natural Science are receiving at present in the Presidency College and is virtually a residential college with a hostel attached to it. The institution was started at first tentatively for a year and its retention for another year from 1st July 1915 has since been sanctioned. The necessary buildings have been acquired for the college and a hostel has recently been built. The establishment of this institution resulted in the increase in the number of colleges for women from two to three and in their strength from 28 to 65. There were besides 39 female students in non-European colleges for men, of whom 25 belong to the Presidency College. The number of public secondary schools for girls was 38 as in the previous year, while their strength increased by nearly 6 per cent. There was a further advance of 41 per cent. in the number of Brahman girls receiving secondary education and the number of Muhammadan girls in public secondary schools also rose from 14 to 31. Elementary schools for girls increased by 82 in number (of which 48 were managed by local or municipal boards) and by about 9,600 or 9 per cent. in their strength. In all classes of public institutions the total number of girls in the elementary stage of instruction showed an increase of about 17,300 or 7 per cent. over the figure for the 31st March 1914. Of the total number of teachers employed in non-European public secondary and elementary schools for girls 57 per cent. held professional certificates and only 7 per cent. were entirely unqualified. The hostel for Brahman widows, which is attached to the Government Secondary and Training School for Indian Girls, Triplicane, had 31 boarders on the 31st March last and worked successfully during the year; a hostel for Indian Christians was also opened in connection with this school and it had 12 boarders on the last day of the year. The number of widow scholarships allotted for the Brahman hostel has been increased tentatively from 30 to 34, the excess number having been transferred from the unutilized scholarships available from the hostel attached to Queen Mary's Girls' School, Vizagapatam, in which 38 Brahman widows are studying.

The expenditure on secondary and elementary schools for girls rose from Rs. 10,80,085 to Rs. 12,25,253, towards which public funds contributed Rs. 7,78,523 or 63 per cent., fees Rs. 80,138 or 7 per cent. and other sources Rs. 3,66,592 or 30 per cent., the corresponding percentages for the year 1913–14 being 59, 7 and 34 respectively. The total expenditure rose by Rs. 1·45 lakhs of which Rs. 1·35 lakhs was met from public funds. The increase of nearly Rs. 75,000 in the expenditure on Board schools was mainly due to the opening of additional elementary schools for girls. The teaching grant for aided schools also increased by over Rs. 50,000.

10. *European education.*—Two schools, viz., the Madras and Southern Mahratta Railway School, Donakonda and the Home Missionary Society's Children's Home, Coonoor, were recognized under the Code of Regulations for European Schools during the year. One school (Holy Trinity Church School, Bellary) was closed, while another (St. Joseph's Girls' Industrial School, Bellary) was transferred to the

Director of Industries. The total number of institutions intended for Europeans remained the same as last year, viz., 87, while the number receiving instruction fell slightly from 8,139 to 8,080. There has been an increase from 613 to 618 in the number of teachers employed in the schools, but the number holding diplomas and professional certificates has decreased from 453 to 427. No great improvement can be expected in the number of qualified teachers until additional facilities are provided for the training of European teachers. A scheme for the establishment of a training college in Southern India for the domiciled community in conjunction with the Lawrence Memorial School, Ootacamund, is now under the consideration of Government. Six teachers from this Presidency were undergoing training in the Government Training Class, Sanawar, at the end of the year.

The recurring grants provided from Imperial funds for the education of the domiciled community mentioned in last year's report continued to be utilized for the several objects indicated therein. Out of the non recurring grant of Rs. 5½ lakhs from Imperial funds mentioned in the last year's report, a sum of Rs. 1 lakh was allotted for expenditure during the year and it was utilized for the payment of building grants.

The accommodation and equipment in schools continued to improve. The results of the Middle School examination were much better than those of the previous year. The failures in these examinations continue to be mainly in English.

Final orders on the resolutions of the Simla Conference relating to education of the domiciled community have not yet been received.

The Government of India State scholarship of £200 per annum tenable in England for European or Anglo-Indian women which was instituted in 1913 and which is open to all the provinces of India was awarded during the year to a teacher in this Presidency.

The total expenditure in European institutions rose from Rs. 12,93,632 to Rs. 14,42,923 towards which Provincial funds contributed Rs. 6,01,985 or 42 per cent., fees Rs. 2,00,031 or 14 per cent., and private funds Rs. 6,40,907 or 44 per cent., the corresponding percentages in 1913–14 being 41, 16 and 43 respectively.

11. *Education of Muhammadans.*—The number of institutions chiefly intended for Muhammadans rose from 2,439 to 2,535 and their strength from 124,665 to 130,525. Of secondary schools there was one more in consequence of the opening of a Government Secondary School for Muhammadan boys in Georgetown, while public elementary schools for boys as well as girls contributed to the general advance both in number and strength. There was an increase also in the total number of institutions managed by Government and local boards, which rose from 62 and 777 to 65 and 821, respectively, with a corresponding increase in their strength. The number of Muhammadan scholars in Arts Colleges and in Secondary schools for non-Europeans continued to advance, the figures for the 31st March last being 195 and 6,769 against 167 and 6,529, respectively, at the close of the previous year. The percentage of the total number of Muhammadan scholars in all classes of institutions, both public and private, to the Muhammadan population of school age also rose from 39·6 to 42·4. The proportion of Muhammadan scholars in the high and middle stages of secondary education to the total number of scholars in each of those stages on the 31st March last stood at 4 and 5 per cent. respectively. At Guntūr a temporary training school for Muhammadan masters was opened under Government management, which increased the number of training schools for masters of this class of the community from 7 to 8, while their strength rose from 247 to 263. The question of opening one or two additional training schools for the benefit of the Muhammadan teachers in the inland and southern districts is under consideration. The three special schools shown in the statistics of the previous year have since been transferred to the control of the Department of Industries. Of the public schools intended for Muhammadans 162 were elementary schools for girls attended by 9,803 pupils, these figures showing an increase of 8 and 1,349, respectively, over those for the previous year. Private institutions also showed an advance both in number and strength. The Collector of Malabar states that no

report on the condition of education in the Laccadives has been received as the islands were not visited by an officer during the past year.

Secondary school-leaving certificates were awarded to 170 Muhammadans, while 81 others passed through a supplementary course under the scheme for the award of such certificates. Of the two Muhammadans who appeared for the Matriculation examination one was successful, while at the Intermediate examination in Arts, 25 Muhammadans passed out of 113 that appeared. In the English Language and Science divisions of the B.A. degree examination under the old by-laws 6 and 2 Muhammadans passed out of 15 and 8 that were examined; while in the examination under the new regulations 4 Muhammadans appeared in Part I and 5 in Part II, of whom 2 and 3, respectively, were successful. At the F.L. examination one Muhammadan passed out of three that appeared and at the B.L. degree examination also one passed out of five that were examined.

The expenditure on Muhammadan and Mappilla schools aggregated Rs. 6·87 lakhs towards which public funds contributed Rs. 4·89 lakhs or 71 per cent., fees Rs. ·70 lakh or 10 per cent. and subscriptions and other sources Rs. 1·28 lakhs or 19 per cent. The Imperial recurring grant of Rs. 30,000 sanctioned for the improvement of Muhammadan education was utilized during the year on objects of a non-recurring character as it was not possible to give effect during the year to the proposals to spend the amount on recurring objects. In addition to this, over Rs. ·76 lakh was spent on account of buildings, hostels and play-grounds for Muhammadan schools.

12. *Education of Panchamas.*—There was a further advance in the number of institutions intended for this class of the community as well as in their strength, the former having risen by 128 and the latter by about 4,900, the increase being noticeable chiefly under public elementary schools for boys. As many as 84 schools were opened by local boards, while 182 schools more than in the previous year received aid from public funds. The total number of Panchama scholars in the different stages of instruction in all classes of public schools also increased from 97,196 to 104,528 or by about 8 per cent.

13. *Education of the aboriginal and hill tribes.*—In the Agency tracts of the Vizagapatam and Gōdāvari districts there was an increase in the number of schools intended for these tribes, while it remained stationary in the Ganjām district. During the year nine more Government schools were opened in these tracts, while the number of schools under local boards rose by two in each of the three districts. The total number of pupils belonging to the aboriginal classes in the Presidency as a whole increased from 5,786 to 6,592.

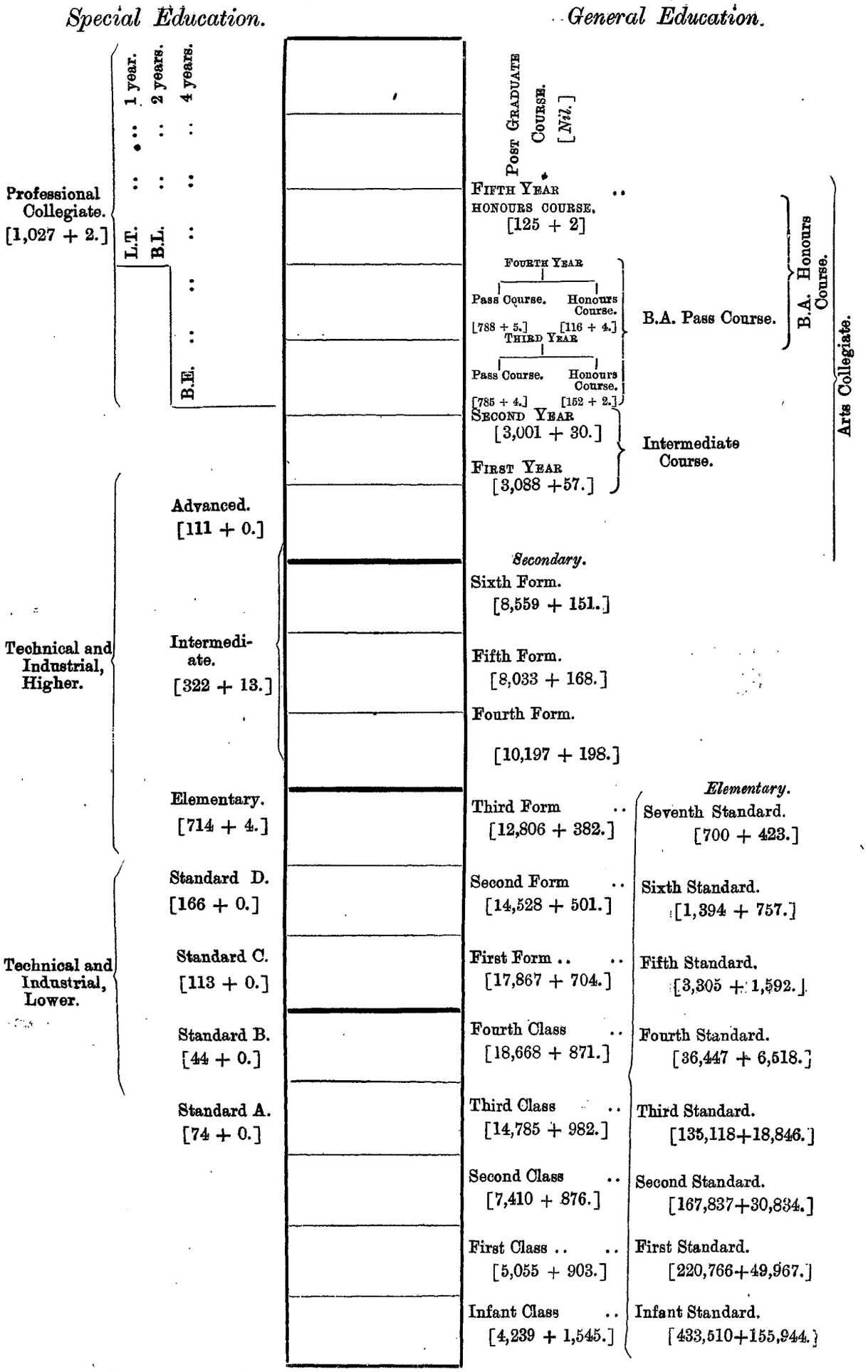
Proposals for affording facilities for the education of Savara pupils and for the training under the direct supervision of the Agency officers of teachers for employment in schools intended for them in Ganjām have, since the close of the year, been sanctioned by Government.

During the year Telugu translations of Savara readers, songs, and dialogues and a Telugu-Savara dictionary prepared by Rao Sahib G. Ramamurti Pantulu of Parlākimedi were published at the Government Press, Madras, and copies thereof distributed to the offices and schools in Ganjām and Vizagapatam.

14. *Education of the blind and of deaf mutes.*—The schools at Palamcottah for the blind and deaf mutes continued to show a record of good work done in all the departments. In the blind boys' school six pupils passed the Elementary examination in cotton-weaving and in the deaf and dumb school under Miss Swainson 5 pupils appeared for the Elementary examination in freehand drawing, of whom 3 passed. The Deaf and Dumb School at Vepery was removed to Mylapore where a building was purchased for it and the school continued to do useful work, though the strength was small. The South Indian Blind School in Madras contained 18 pupils, of whom 3 were girls, but the work in the industrial section is reported to have suffered for want of funds. The Blind School at Rentachintala was attended by 11 pupils (4 boys and 7 girls).

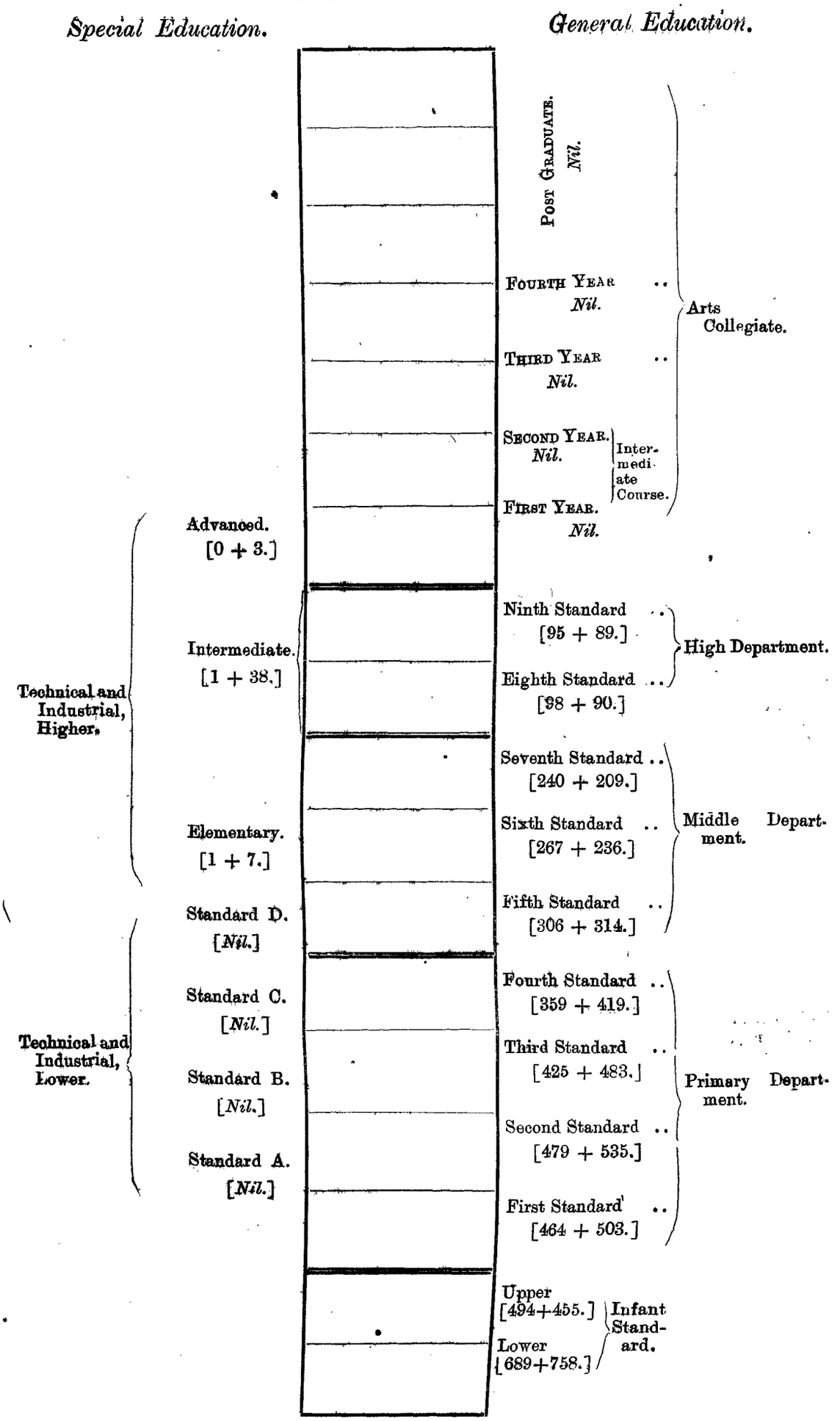
15. *Education of Native Chiefs and Noblemen.*—The institution maintained at Newington for the education of the minors of the estates under the Court of Wards continued to be the only one in the Presidency specially intended for

NON-EUROPEAN SCHOOLS.



Note.—The number to the left of the sign + denotes male scholars, that to the right, female scholars.

EUROPEAN SCHOOLS.



Note.—The number to the left of the sign + denotes male scholars, that to the right, female scholars.

Native Chiefs and Noblemen. In this institution ten minors of estates, two sons of zamindars and one of the Nawab of Banganapalle and a minor zamindar were in residence during the year or part of it. Their physical training was as usual well cared for during the year and they were given regular religious and moral instruction by the religious Superintendent and by pandits specially employed for the purpose. Their educational progress and conduct are reported to have been satisfactory.

Final orders have not yet been passed on the question of establishing near Madras a Rajakumar college.

16. *Private institutions.*—Private schools showed a slight increase both in number and strength, the increase in both respects having occurred mainly under secondary schools for boys. It is noteworthy that while the total number of private schools increased by ·8 per cent. the number of pupils attending them advanced by only ·5 per cent. which suggests the ephemeral character of schools of this class.

17. *Books.*—As usual two meetings of the Text-Book Committee were held during the year under report, and out of 557 books considered in them 358 were found suitable for use in schools. A list of the books so approved was issued as a supplement to the general consolidated list mentioned in the report for last year and duly published in the *Fort St. George Gazette*. The number of manuscripts acquired for the Oriental Manuscripts Library fell from 934 to 524, the decrease being partly attributable to the strict rejection of unnecessary duplicates and triplicates and partly to the reduction in the number of tours undertaken by the permanent staff in view of the organization with reference to G.O. No. 1096, Educational, dated 18th September 1914, of a separate search party sanctioned for a period of one year for systematically conducting the search and acquisition of manuscripts. A classification, according to subject-matter, of the manuscripts acquired shows that works relating to Religion, Philosophy, Science and Poetry were most numerous. There was a decrease in the number of visitors to the library and consequently the number of manuscripts consulted by them fell from 3,034 to 2,703. This decrease in the number of visitors appears to be largely due to the doors of the library on the Archæological room-side of Museum being kept closed for many months during the year on account of the work of re-arranging the stone exhibits carried on in the said Archæological room. The figures for the current official year are, however, very promising and it is reported that normal conditions have already been restored.

The library still continues to be under the management of Government, the question of its transfer to the local University having been deferred at the request of the Syndicate until the new University buildings are erected and ready for occupation.

The total number of publications registered during the year was 4,538 which, it is observed, was the highest figure on record since the enforcement of the Act XXV of 1867 and which is evidence of the steady growth in printing and publishing activity in this presidency. Of the above publications 2,610 were classed as books and 1,928 as periodicals, 1,398 being again works in English and 3,140 in the vernacular. Classified according to the subject-matter the largest number came under Religion. Vernacular publications in an easily intelligible modern prose style, being mostly translations or adaptations of English and Sanskrit works, have continued to be put forth in a noticeable manner contributing to the enrichment of the popular literature in the Presidency. A good number of publications relating to the great war in Europe have been registered during the year, and all of them indicate that the people of the Presidency are taking a keen and loyal interest in its progress.

18. *Miscellaneous remarks.*—The two diagrams on the opposite page show for the year under report the number of pupils in each year of the school or University course on the one side and the numbers under instruction in special or technical subjects on the other in non-European and European institutions. A comparison of the statistics for the past two years is favourable to the year under report pointing to a steady numerical progress in respect of both collegiate and school education

in all classes and forms and in all the standards of elementary schools except the seventh on the non-European side, while there have been greater fluctuations in the attendance of European schools.

The Deputy Director of Public Instruction calculates from these tables the average duration of school life in elementary schools for boys as 2·19 years. A similar calculation on last year's figures gives 2·22 years.

There was evidence of increasing interest displayed in the matter of physical education, 1,084 more institutions than in the previous year having made provision for the teaching of gymnastics according to the Educational rules.

The supplemental statistics appended to the report indicate that the progress made in the previous year in regard to school accommodation, libraries, hostels and educational associations and reading rooms was well maintained during the year.

A conference of Inspectors of Schools and Sub-Assistant Inspectors of Muhammadan Schools was held at Ootacamund on the 15th June 1914 and three other days under the presidency of the Director with Mr. R. Littlehailes, the present Deputy Director as Secretary. Messrs. E. W. Middlemast, and H. S. Duncan were also present at the conference throughout and Messrs. D. T. Chadwick, the Director of Agriculture, and Cecil Wood, the Principal of the Agricultural College, Coimbatore, on one day. The topics of discussion included the following: (1) the improvement of Muhammadan education, (2) the duration of school life in public elementary schools, (3) rates of fees in elementary schools and their appropriation by headmasters, (4) capitation allowances, (5) relation of elementary to secondary education, (6) grants-in-aid to secondary schools, (7) introduction into training schools of nature study, elementary rural science and instruction in agriculture, (8) the reorganization of the inspecting agency, (9) administration of schools under local boards and municipal councils, (10) formation of village educational committees, (11) publication of books for the use of teachers and pupils in elementary schools, (12) Secondary School-Leaving Certificate scheme, (13) sessional schools and (14) institution of circulating libraries. Some of the recommendations of the conference have already taken a practical shape and the rest are under consideration.

The Postmaster-General, Madras, considers that the system of utilizing the services of Government and Local Board schoolmasters as branch postmasters continued to work satisfactorily. The number of post offices in charge of such teachers increased by 2·3 per cent. and the percentage of branch offices in charge of schoolmasters of all classes on the total number of extra departmental branch offices was 36·12 as against 36·45 in the previous year.

The proper maintenance of service registers and verified copies of them continued to receive due attention.

I have the honour to be,

Sir,

Your most obedient servant,

J. H. STONE,

Director of Public Instruction.

GENERAL TABLES.

(1)—*Abstract return of colleges, schools and scholars in the*

Total area in square miles.	Area and population.		Institutions and scholars.		Public			
	Number of towns and villages.	Population.			Collegiate education.		School education, general.	
					Arts colleges.	Professional colleges.	Secondary schools. (*b*)	Primary schools. (*c*)
1	2	3	4		5	6	7	8
			Institutions	For males	34	3	864	26,917
				For females	3	...	69	1,527
				Total ...	37	3	433	28,444
(*a*) 142,330	Towns ... (*a*) 279	Males ... ...(*a*) 20,382,955						
	Villages ...(*a*)53,835	Females ...(*a*) 21,022,449	Scholars ...	Males	8,180	1,027	125,455	999,685
				Females	10	2	10,630	265,623
	Total ...(*a*) 54,114	Total ...(*a*) 41,405,404						
				Total ...	8,284	1,029	136,085	1,265,308

(*a*) Excludes the statistics of the Native State of Sandur.
(*b*) These relate to European High and Middle schools and Non-European Secondary schools.
(*c*) These relate to European Primary and all Elementary schools.

(2)—*Abstract return of expenditure on public instruction*

	Total direct expenditure on public instruction.						
	Collegiate education.		School education, general.		School education, special.		Total.
	Arts colleges.	Professional colleges.	Secondary schools.*	Primary schools.†	Training schools.	All other special schools.	
1	2	3	4	5	6	7	8
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1. Institutions ... For males	11,94,642	2,77,820	36,54,858	53,50,686	6,97,213	1,36,993	1,13,12,212
For females	27,105	...	5,03,716	9,99,933	1,87,798	10,852	17,29,404
Total ...	12,21,747	2,77,820	41,58,574	63,50,619	8,85,011	1,47,845	1,30,41,616
2. (*a*) Percentage of Provincial expenditure included in columns 2—17 to total Provincial expenditure on public instruction.	4·61	3·10	9·89	36·74	10·45	1·64	60·43
(*b*) Percentage of District Fund expenditure included in columns 2—17 to total District Fund expenditure on public instruction.	0·22	...	2·00	73·24	3·17	...	78·63
(*c*) Percentage of Municipal expenditure included in columns 2—17 to total Municipal expenditure on public instruction.	1·56	...	7·15	42·66	0·27	0·19	51·83
(*d*) Percentage of total expenditure included in columns 2—17 to total expenditure on public instruction.	6 31	1·44	21·49	32·81	4·57	0·76	67·38
	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
3. Average annual cost of educating each pupil in—							
Government institutions. Cost to Provincial revenues	156 8 11	196 14 0	47 11 10	10 8 10	168 14 2	133 8 3	37 2 0
Cost to District and Municipal funds ...	...	...	...	...	1 2 5	0 6 0	0 1 7
Total cost ...	251 6 4	264 1 5	60 9 6	10 15 6	170 8 6	156 2 8	43 7 3
District Board institutions. Cost to Provincial revenues	...	...	...	...	...	...	...
Cost to District funds	161 4 10	...	3 15 10	5 14 0	106 2 6	...	6 0 9
Total cost ...	162 1 7	...	22 6 9	6 2 8	106 3 7	...	7 0 5
Municipal institutions. Cost to Provincial revenues	...	...	2 2 4	...	...	...	0 5 9
Cost to Municipal funds	29 10 5	...	7 3 8	7 5 3	...	23 5 3	7 8 5
Total cost ...	121 1 3	...	31 15 3	7 8 8	...	23 5 3	12 10 10
Institutions in Native States. Cost to Native State revenues	...	...	...	...	...	...	...
Cost to District and Municipal funds ...	...	...	...	...	...	...	...
Total cost ...	...	...	...	...	...	...	...
Aided institutions... Cost to Provincial revenues	14 7 6	...	4 12 10	2 7 0	104 4 5	23 15 6	3 0 0
Cost to District and Municipal funds ...	...	...	0 0 2	0 1 5	0 0 6	...	0 1 3
Total cost ...	123 2 0	...	31 8 1	4 9 11	176 9 10	53 8 0	9 4 11
Unaided institutions ... ... Total cost ...	105 10 4	...	23 12 5	2 2 10	41 4 1	23 11 6	3 6 11
All institutions ... Cost to Provincial revenues	36 1 9	196 14 0	4 14 7	1 10 7	126 4 3	67 0 2	2 14 7
Cost to District and Municipal funds ...	2 5 1	...	0 14 2	2 0 5	17 3 0	0 15 6	1 15 7
Total cost ...	143 5 0	264 1 5	30 15 6	5 2 4	160 5 9	90 10 4	9 6 8

* These relate to European High and Middle schools and Non-European Secondary schools.
† These relate to European Primary and Non-European Elementary schools.

Madras Presidency for the official year 1914–15.

institutions.			Private institutions.				
School education, special.		Total of public institutions.	Advanced.	Elementary.	Grand total.	Percentage of	
Training schools.	All other special schools.						
9	10	11	12	13	14	15	
102	39	27,459	87	4,238	32,084	Institutions to number of towns and villages ...	59·3
24	1	1,624	4	121	1,749		3·2
126	40	29,083	391	4,359	33,833		62·5
4,820	1,546	1,140,713	11,609	94,060	1,246,382	Male scholars to male population of school-going age ...	40·8
703	65	277,127	354	19,092	296,573	Female scholars to female population of school-going age	9·4
5,523	1,611	1,417,840	11,963	113,152	1,542,955		4·8

in the Madras Presidency for the official year 1914–15.

Total indirect expenditure on public instruction.								Total expenditure on public instruction.
University.	Direction.	Inspection.	Scholarships.	Buildings.	Special grants for furniture and apparatus.	Miscellaneous.	Total.	
9	10	11	12	13	14	15	16	17
RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.
3,55,602	96,278	8,35,573	1,75,702	28,60,882	1,06,097	18,81,244	63,11,378	1,93,52,994
3,55,602	96,278	8,35,573	1,75,702	28,60,882	1,06,097	18,81,244	63,11,378	1,93,52,994
1·48	1·44	12·53	1·99	18·04	1·59	·50	39·57	100·00
...	...	...	·02	20·96	...	·39	21·37	100·00
...	...	...	·01	48·16	...	...	48·17	100·00
1·84	0·50	4·32	0·91	14·79	0·54	9·72	32·62	100·00

(3)—*Return of colleges, schools and scholars in the*

Classes of institutions.	Public											
	Under public management.											
	Managed by Government.				Managed by District or Municipal Boards.				Managed by Native States.			
	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9	10	11	12	13
Collegiate education.												
Arts Colleges—												
English { For boys	4	1,328	1,347	1,227	3	409	449	414	...	...	...	...
English { For girls	1	33	35	32	...	...	...	...	...	...	...	...
Oriental	...	...	...	...	1	41	40	37	...	...	...	...
Total	5	1,361	1,382	1,259	4	450	489	451	...	...	...	...
Colleges or departments of Colleges for professional training—												
Law	1	500	516	495	...	...	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...	...	...	...	...	...
Engineering	1	429	436	419	...	...	...	...	...	...	...	...
Teaching	1	100	100	87	...	...	...	...	...	...	...	...
Agriculture	...	...	...	...	...	...	...	...	...	...	...	...
Total	3	1,029	1,052	1,001	...	...	...	...	...	...	...	...
School education, general.												
Secondary Schools—												
For boys { High schools, English (*a*)	5	1,412	1,439	1,314	32	14,453	14,103	12,802	...	...	...	...
For boys { Middle { English (*b*)	2	216	210	177	52	8,805	8,695	7,574	...	...	...	...
For boys { Middle { Vernacular	...	...	...	...	...	...	...	...	...	...	...	...
For girls { High { English (*a*)	6	1,299	1,247	990	...	...	...	...	...	...	...	...
For girls { High { Vernacular	...	...	...	...	...	...	...	...	...	...	...	...
For girls { Middle { English (*b*)	...	...	...	...	...	...	...	...	...	...	...	...
For girls { Middle { Vernacular	...	...	...	...	...	...	...	...	...	...	...	...
Total	13	2,927	2,896	2,491	84	23,258	22,798	20,376	...	...	...	...
Primary Schools—												
For boys { Upper (*c*)	131	8,255	7,995	6,625	2,124	186,549	179,409	147,413	...	...	...	...
For boys { Lower (*d*)	57	1,670	1,626	1,332	4,832	204,063	199,151	163,749	...	...	...	...
For girls { Upper (*c*)	173	23,132	22,371	16,719	73	6,887	6,817	5,260	...	...	...	...
For girls { Lower (*d*)	22	1,459	1,389	1,066	359	20,959	19,670	15,651	...	...	...	...
Total	383	34,516	33,381	25,742	6,938	418,458	405,047	332,073	...	...	...	...
School education, special.												
Schools for special instruction—												
Training schools for masters	40	3,066	3,040	2,847	45	867	857	804	...	...	...	...
Do. for mistresses	9	262	317	296	...	...	...	...	...	...	...	...
Schools of Arts	1	252	261	171	...	...	...	...	...	...	...	...
Law schools	...	...	...	...	...	...	...	...	...	...	...	...
Medical schools	...	...	...	...	...	...	...	...	...	...	...	...
Engineering and Surveying schools	...	...	...	...	...	...	...	...	...	...	...	...
Technical and Industrial schools	...	...	...	...	...	...	...	...	...	...	...	...
Commercial schools	1	202	230	206	...	...	...	...	...	...	...	...
Agricultural schools	...	...	...	...	...	...	...	...	...	...	...	...
Reformatory schools	1	251	250	247	...	...	...	...	...	...	...	...
Other schools (*e*)	1	48	55	39	4	55	55	41	...	...	...	...
Total	53	4,081	4,153	3,806	49	922	912	845	...	...	...	...
Total of colleges and schools of public instruction	457	43,914	42,864	34,289	7,075	443,088	429,246	353,745	...	...	...	...
Private institutions.												
1. Advanced, teaching—												
(*a*) Arabic or Persian { For boys	...	...	...	...	...	...	...	...	...	...	...	...
(*a*) Arabic or Persian { For girls	...	...	...	...	...	...	...	...	...	...	...	...
(*b*) Sanskrit { For boys	...	...	...	...	...	...	...	...	...	...	...	...
(*b*) Sanskrit { For girls	...	...	...	...	...	...	...	...	...	...	...	...
(*c*) Any other Oriental classic	...	...	...	...	...	...	...	...	...	...	...	...
2. Elementary, teaching—												
A vernacular only or mainly—												
For boys	...	...	...	...	...	...	...	...	...	...	...	...
For girls	...	...	...	...	...	...	...	...	...	...	...	...
3. Elementary, teaching the Qurán—												
For boys	...	...	...	...	...	...	...	...	...	...	...	...
For girls	...	...	...	...	...	...	...	...	...	...	...	...
4. Other schools not conforming to departmental standards—												
For boys	...	...	...	...	...	...	...	...	...	...	...	...
For girls	...	...	...	...	...	...	...	...	...	...	...	...
Total of private institutions	...	...	...	...	...	...	...	...	...	...	...	...
Grand total	457	43,914	42,864	34,289	7,075	443,088	429,246	353,745	...	...	...	...

(*a*) European High schools and Non-European Secondary schools with forms higher than the third.
(*b*) European Middle schools and Non-European Secondary schools with no form higher than the third and also Preparatory Secondary schools with classes up to the fourth.
(*c*) European primary schools, Elementary schools with standards above the fourth and Elementary schools with standards up to and including the fourth.
(*d*) Elementary schools with standards below the fourth.
(*e*) These relate to Higher class Technical or Art schools.
(*f*) Of these 1 school with 48 girls and 2 boys was for girls.

Madras Presidency for the official year 1914–15.

institutions.													
Under private management.										Number of scholars on the 31st March learning			
Aided by Government or by District or Municipal Boards.				Unaided.						English.		A classical language.	
Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Grand total of institutions.	Grand total of scholars on the 31st March.	Boys.	Girls.	Boys.	Girls.
14	15	16	17	18	19	20	21	22	23	24*a*	24*b*	25*a*	25*b*
20	6,038	6,210	5,744	2	319	333	310	29	8,094	7,756	38	819	9
2	32	32	31	...	...	...	...	3	65	...	65	...	26
4	84	79	74	...	...	...	...	5	125	125	...	125	...
26	6,154	6,321	5,849	2	319	333	310	37	8,284	7,881	103	944	35
...	...	...	...	...	...	...	...	1	500	500	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	1	429	429	...	...	...
...	...	...	...	...	...	...	...	1	100	98	2	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	3	1,029	1,027	2	...	...
141	74,817	74,019	66,759	4	3,143	3,168	2,929	182	93,825	82,977	613	6,720	34
123	23,292	22,968	20,228	5	621	585	536	182	32,934	27,603	1,092	1,069	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
29	4,172	4,091	3,553	...	...	...	...	35	5,471	323	4,765	15	313
...	...	...	...	...	...	...	...	...	...	...	...	...	...
34	3,855	3,757	3,292	...	...	...	...	34	3,855	444	3,030	43	71
...	...	...	...	...	...	...	...	...	...	...	...	...	...
327	106,136	104,835	93,832	9	3,764	3,753	3,465	433	136,085	111,347	9,500	7,847	418
1,963	156,118	153,419	128,720	51	3,043	2,857	2,394	4,269	353,965	38,727	2,797	4,990	809
14,507	486,556	481,093	405,790	3,702	93,552	92,885	79,842	22,648	790,841	5,210	337	21,426	6,152
468	46,504	45,051	35,177	18	1,702	1,628	1,269	732	78,225	804	10,664	159	1,090
329	16,437	15,844	13,013	85	3,422	3,106	2,504	795	42,277	24	317	398	1,862
17,267	705,615	695,407	582,700	3,856	106,719	100,476	86,009	28,444	1,265,308	44,765	14,165	26,973	9,913
16	864	816	763	1	57	59	49	102	4,854	211	...	...	...
15	407	430	412	...	...	...	...	24	689	...	138	...	...
...	...	...	...	...	...	...	...	1	252	104	14	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	1	202	147	2	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	1	251	...	...	...	...
2	97	126	80	30	706	654	577	(*f*) 37	906	756	49	...	...
33	1,368	1,372	1,255	31	763	713	626	166	7,134	1,218	203	...	...
17,653	819,273	807,935	683,636	3,898	111,565	105,275	90,410	29,083	1,417,940	166,238	23,973	35,764	10,366
...	...	...	...	...	...	...	...	143	6,724	40	...	6,632	78
...	...	...	...	...	...	...	...	1	36	...	...	6	30
...	...	...	...	...	...	...	...	225	4,408	554	5	4,157	132
...	...	...	...	...	...	...	...	2	57	...	...	...	57
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	2,935	66,461	616	27	1,085	58
...	...	...	...	...	...	...	...	23	973	...	46	...	258
...	...	...	...	...	...	...	...	804	31,859	...	...	20,928	9,050
...	...	...	...	...	...	...	...	93	3,445	...	...	493	2,912
...	...	...	...	...	...	...	...	518	11,083	718	3	133	...
...	...	...	...	...	...	...	...	6	119	1	31	...	...
...	...	...	...	...	...	...	...	4,750	125,115	1,929	112	33,334	12,575
17,653	819,273	807,935	683,636	3,898	111,565	105,275	90,410	33,833	1,542,955	168,167	24,085	69,098	22,941

(3)—*Return of colleges, schools and scholars in the Madras Presidency for the official year 1914-15*—continued.

Classes of institutions—*cont.*	Number of scholars on the 31st March learning—*cont.*		Classification of scholars on the 31st March according to race or creed.								Number of girls in boys' schools.	Number of boys in girls' schools.
	A vernacular language.				Hindus.							
	Boys.	Girls.	Europeans and Eurasians.	Indian Christians.	Brahmans.	Non-Brahmans.	Muhammadans.	Buddhists.	Parsis.	Others.		
	26*a*	26*b*	27	28	29	30	31	32	33	34	35	36
Collegiate education.												
Arts Colleges—												
English { For boys	4,175	12	54	653	5,590	1,599	195	1	2	...	39	...
English { For girls	...	39	13	38	7	7	...	...	...	...	...	...
Oriental	62	...	...	...	93	32	...	...	...	...	...	...
Total	4,237	51	67	691	5,690	1,638	195	1	2	...	39	...
Colleges or departments of Colleges for professional training—												
Law	...	...	2	6	391	100	1	...	...	...	...	...
Medicine	...	...	...	...	...	...	...	...	...	...	...	...
Engineering	...	...	12	28	292	90	6	...	1	...	...	...
Teaching	...	...	1	8	88	3	...	...	...	...	2	...
Agriculture	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	...	15	42	771	193	7	...	1	...	2	...
School education, general.												
Secondary Schools—												
For boys. High schools. English (*a*)	85,481	660	1,852	8,278	42,179	36,283	5,227	12	26	18	800	...
For boys. Middle schools. English (*b*)	30,502	986	1,822	2,622	12,199	14,729	1,524	...	20	18	1,329	...
For boys. Middle schools. Vernacular	...	...	...	...	...	...	...	...	...	...	...	...
For girls. High schools. English (*a*)	109	3,770	1,587	2,022	815	1,007	23	...	14	3	...	342
For girls. High schools. Vernacular	...	...	...	...	...	...	...	...	...	...	...	...
For girls. Middle schools. English (*b*)	220	2,502	1,326	1,857	140	485	17	...	28	2	...	483
For girls. Middle schools. Vernacular	...	...	...	...	...	...	...	...	...	...	...	...
Total	116,312	7,918	6,587	14,779	55,333	52,454	6,791	12	88	41	2,129	825
Primary Schools—												
For boys. Upper (*c*)	314,817	44,853	864	21,545	37,422	256,025	34,761	47	..	3,391	45,134	...
For boys. Lower (*d*)	689,797	106,590	27	50,482	46,220	611,305	77,050	20	...	5,727	105,634	...
For girls. Upper (*c*)	3,081	74,882	545	12,530	15,823	45,961	3,272	5	5	84	...	3,241
For girls. Lower (*d*)	2,414	40,178	...	2,638	6,526	26,727	6,324	1	...	61	...	2,406
Total	1,010,109	266,413	1,436	87,195	105,991	940,918	121,407	73	5	9,183	150,768	5,647
School education, special.												
Schools for special instruction—												
Training schools for masters	4,609	34	...	317	1,735	1,880	384	9	...	29	34	...
Do. for mistresses	...	531	90	496	2	48	33	...	...	...	...	...
Schools of Arts	134	...	17	29	13	174	14	3	...	2	14	...
Law schools	...	...	...	...	...	...	...	...	...	...	...	...
Medical schools	...	...	...	...	...	...	...	...	...	...	...	...
Engineering and Surveying schools	...	...	...	...	...	...	...	...	...	...	...	...
Technical and Industrial schools	...	...	...	...	...	...	...	...	...	...	...	...
Commercial schools	53	...	3	13	99	42	45	...	...	...	2	...
Agricultural schools	...	...	...	...	...	...	...	...	...	...	...	...
Reformatory schools	251	...	...	13	2	205	21	...	...	...	...	...
Other schools (*e*)	101	...	63	46	493	238	60	6	...	...	1	2
Total	5,148	565	173	1,414	2,344	2,587	567	18	...	31	51	2
Total of colleges and schools of public instruction	1,135,806	274,947	8,278	104,121	170,129	996,890	128,967	104	96	9,255	152,989	6,474
Private institutions.												
1. Advanced, teaching—												
(*a*) Arabic or Persian { For boys	506	...	...	...	...	...	6,724	...	...	...	78	...
(*a*) Arabic or Persian { For girls	...	...	...	...	...	...	36	...	...	...	...	6
(*b*) Sanskrit { For boys	1,425	90	...	13	3,316	1,035	9	...	...	35	132	...
(*b*) Sanskrit { For girls	...	57	...	...	54	3	...	...	...	...	...	...
(*c*) Any other Oriental classic	...	...	...	...	...	...	...	...	...	...	...	...
2. Elementary, teaching—												
A vernacular only or mainly—												
For boys	61,292	4,680	...	993	3,157	59,208	2,691	...	...	412	4,651	...
For girls	56	917	...	54	387	304	228	...	...	...	...	56
3. Elementary, teaching the Quran—												
For boys	3,192	1,055	...	...	...	...	31,859	...	...	...	9,762	...
For girls	48	260	...	...	...	...	3,445	...	...	...	...	493
4. Other schools not conforming to departmental standards—												
For boys	10,300	758	...	17	1,018	9,747	231	...	...	20	758	...
For girls	9	104	...	...	50	43	26	...	...	...	...	10
Total of private institutions	76,828	7,921	...	1,077	7,982	70,340	45,249	...	...	467	15,381	565
Grand total	1,212,634	282,868	8,278	105,198	178,111	1,067,230	174,216	104	96	9,722	168,370	7,039

(*a*) European High schools and Non-European Secondary schools with forms higher than the third.
(*b*) European Middle schools and Non-European Secondary schools with no form higher than the third and also Preparatory Secondary schools with classes up to the fourth.
(*c*) European Primary schools, Elementary schools with standards above the fourth and Elementary schools with standards up to and including the fourth.
(*d*) Elementary schools with standards below the fourth.
(*e*) These relate to Higher class Technical or Art schools.

3 (a)—*Number of scholars on the 31st March 1915, classified according to sex, race or creed.*

Classes of institutions.			Europeans and Eurasians.	Indian Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.
					Brahmans.	Non-Brahmans.				
1			2	3	4		6	7	8	9
Collegiate education.										
Arts Colleges—										
English	For boys	Male	42	634	5,587	1,594	195	1	2	...
		Female	12	19	3	5	...	...	...	...
	For girls	Male	...	...	...	...	...	...	...	...
		Female	13	38	7	7	...	...	...	...
Oriental		Male	...	...	93	32	...	...	...	...
		Female	...	...	...	...	...	...	...	...
Colleges for professional training—										
Law		Male	2	6	391	100	1	...	...	...
		Female	...	...	...	...	...	...	...	...
Medicine		Male	...	...	...	...	...	...	...	...
		Female	...	...	...	...	...	...	...	...
Engineering		Male	12	28	292	90	6	...	1	...
		Female	...	...	...	...	...	...	...	...
Teaching		Male	...	7	88	3	...	...	...	...
		Female	1	1	...	...	...	...	...	...
Agriculture		Male	...	...	...	...	...	...	...	...
		Female	...	...	...	...	...	...	...	...
	Total		82	733	6,461	1,831	202	1	3	...
School education, general.										
Secondary schools—										
For boys.	(a) High schools, English	Male	1,627	8,122	41,956	36,039	5,227	12	24	18
		Female	225	156	223	194	...	...	2	...
	(b) Middle schools do.	Male	1,199	2,396	12,017	14,444	1,521	...	10	18
		Female	623	226	182	285	3	...	10	...
	Do. Vernacular	Male	...	...	...	...	...	...	...	...
		Female	...	...	...	...	...	...	...	...
For girls.	(a) High schools, English	Male	209	50	26	47	5	...	3	2
		Female	1,378	1,972	789	960	18	...	11	1
	Do. Vernacular	Male	...	...	...	...	...	...	...	...
		Female	...	...	...	...	...	...	...	...
	(b) Middle schools, English	Male	307	88	18	55	7	...	8	...
		Female	1,019	1,769	122	430	10	...	20	2
	Do. Vernacular.	Male	...	...	...	...	...	...	...	...
		Female	...	...	...	...	...	...	...	...
Primary schools—										
For boys	(c) Upper	Male	479	17,184	28,820	226,871	32,801	31	...	3,145
		Female	385	4,361	8,602	29,654	1,960	16	...	156
	(d) Lower	Male	18	35,889	33,726	545,720	64,409	16	...	5,429
		Female	9	14,593	12,494	5,585	12,641	4	...	308
For girls	(c) Upper	Male	205	903	282	1,654	185	...	...	12
		Female	340	11,627	15,541	44,307	3,087	5	5	72
	(d) Lower	Male	...	314	132	1,473	485	...	...	2
		Female	...	2,324	6,394	25,254	5,839	1	...	59
	Total		8,023	101,974	161,324	992,472	128,198	85	93	9,224
School education, special.										
Schools for special instruction—										
Training schools for masters		Male	...	790	1,734	1,874	384	9	...	29
		Female	...	27	1	6	...	...	...	...
Training schools for mistresses		Male	...	...	...	...	...	...	...	...
		Female	90	496	2	48	33	...	...	...
School of Arts		Male	7	27	13	174	14	3	...	...
		Female	10	2	...	...	...	...	...	2
Law schools		Male	...	...	...	...	...	...	..	...
		Female	...	...	...	...	...	...	...	...
Medical schools		Male	...	...	...	...	...	...	...	...
		Female	...	...	...	...	...	...	...	...
Engineering and Surveying schools		Male	...	...	...	...	...	...	...	...
		Female	...	...	...	...	...	...	...	...
Technical and Industrial schools.		Male	...	...	...	...	...	...	...	...
		Female	...	...	...	...	...	...	...	...
Commercial schools		Male	2	12	99	42	45	...	..	..
		Female	1	1	...	...	...	...	...	...
Agricultural schools		Male	...	...	...	...	...	...	..	..
		Female	...	...	...	...	...	...	...	...
Reformatory schools		Male	...	13	2	205	31	...	...	...
		Female	...	...	...	...	...	...	...	...
(e) Other schools		Male	16	46	493	236	60	6	...	...
		Female	47	...	...	2	...	...	...	...
	Total		173	1,414	2,344	2,587	567	18	...	31
Total of Colleges and Schools of Public Instruction.			8,278	104,121	170,129	996,890	128,967	104	96	9,255

(a) European High schools and Non-European Secondary schools with forms higher than the third.
(b) European Middle schools and Non-European Secondary schools with no form higher than the third and Preparatory Secondary schools with classes up to the fourth.
(c) European Primary schools, Elementary schools with standards above the fourth and Elementary schools with standards up to and including the fourth.
(d) Elementary schools with standards below the fourth.
(e) These relate to higher class Technical or Art schools.

3 (*a*)—*Number of scholars on the 31st March 1915, classified according to sex, race or creed*—continued.

Classes of institutions.		Europeans and Eurasians.	Indian Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.
				Brahmans.	Non-Brahmans.				
1		2	3	4	5	6	7	8	9
Private institutions.									
1. Advanced teaching—									
(*a*) Arabic or Persian for boys	Male	...	...	...	...	6,646	...	...	...
	Female	...	...	...	...	78	...	...	...
(*b*) Arabic or Persian for girls	Male	...	...	...	...	6	...	...	...
	Female	...	...	...	...	30	...	...	...
(*c*) Sanskrit for boys	Male	...	13	3,229	990	9	...	...	35
	Female	...	...	87	45	...	...	...	...
(*d*) Sanskrit for girls	Male	...	...	...	...	...	...	...	...
	Female	...	...	54	3	...	...	...	...
(*e*) Any other Oriental classic.	Male	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...
2. Elementary teaching—									
A. Vernacular only or mainly—									
For boys	Male	...	763	2,671	55,368	2,627	...	...	381
	Female	...	230	486	3,840	64	...	...	31
For girls	Male	...	11	...	40	5	...	...	...
	Female	...	43	387	264	228	...	...	...
3. Elementary, teaching the Quran only—									
For boys	Male	...	...	...	...	22,097	...	...	...
	Female	...	...	...	...	9,762	...	...	...
For girls	Male	...	...	...	...	493	...	...	...
	Female	...	...	...	...	2,952	...	...	...
4. Other schools not conforming to departmental standards—									
For boys	Male	...	16	935	9,091	214	...	...	19
	Female	...	1	83	656	17	...	...	1
For girls	Male	...	...	...	10	...	...	...	...
	Female	...	...	50	33	26	...	...	...
Total of private institutions		...	1,077	7,982	70,340	45,249	...	...	467
Grand total		8,278	105,198	178,111	1,067,230	174,216	104	96	9,722

3 (*b*)—Return of European colleges, schools and scholars in the Madras Presidency for the official year 1914–15.

3 (*b*)—*Return of European colleges, schools and scholars*

Classes of institutions.	Public															
	Under public management.												Under private			
	Managed by Government.				Managed by District or Municipal Boards.				Managed by Native States.				Aided by Government or by District or Municipal Boards.			
	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Collegiate education. *Arts Colleges*— English For boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
English For girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School education, general. *Secondary schools*— For boys High schools, English	1	277	286	260	...	...	...	...	...	...	..	....	11	1,461	1,423	1,251
For boys Middle schools English	..	...	...	...	...	...	...	...	...	...	...	...	19	1,881	1,809	1,608
For girls High schools, English	1	138	134	119	...	...	...	...	...	...	...	...	13	1,503	1,460	1,281
For girls Middle schools English	...	...	...	...	...	...	...	...	...	...	...	...	17	1,397	1,370	1,186
Total	2	415	420	379	...	...	...	...	...	...	...	...	60	6,242	6,062	5,326
Primary schools— For boys	...	...	...	...	...	...	...	...	...	...	...	...	12	811	761	711
For girls	...	...	...	...	...	...	...	...	...	...	...	...	11	539	516	430
Total	...	...	...	...	...	...	...	...	...	...	...	...	23	1,350	1,277	1,141
School education, special. *Schools for special instruction*— Training schools for mistresses	...	...	...	...	...	...	...	...	...	...	...	...	1	23	18	17
Other schools (*a*)	...	...	...	...	...	...	...	...	...	...	...	...	1	50	53	19
Total	...	...	...	...	...	...	...	...	...	...	...	...	2	73	71	36
Total of public institutions	2	415	420	379	...	...	...	...	...	...	...	...	85	7,665	7,410	6,503
Private institutions	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total of private institutions	...	...	...	...	...	...	...	...	...	...	...	...	...	...	..	...
Grand total		415	420	379	...	...	...	...	...	...	...	...	85	7,665	7,410	6,503

in the Madras Presidency for the official year 1914–15.

institutions.															
management.															
Unaided.															
Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Grand total of institutions.	Grand total of scholars on the 31st March.	Number of scholars on the 31st March learning			Classification of scholars on the 31st March according to race or creed.					Number of girls in boys' schools.	Number of boys in girls' schools.
						English.	A classical language.	A vernacular language.	Europeans and Eurasians.	Indian Christians.	Hindus.	Muhammadans.	Others.		
18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	12	1,738	1,738	479	881	1,660	34	21	8	15	239	...
...	...	...	...	19	1,881	1,881	1	923	1,797	35	24	5	20	644	...
...	...	...	...	14	1,641	1,641	312	369	1,531	37	52	5	16	...	238
...	...	...	...	17	1,397	1,397	114	595	1,295	36	40	4	22	...	339
...	...	...	...	62	6,657	6,657	906	2,768	6,283	142	137	22	73	883	572
...	...	...	...	12	811	811	...	149	773	32	5	1	...	401	...
...	...	...	...	11	539	539	2	37	524	2	8	1	4	...	198
...	...	...	...	23	1,350	1,350	2	186	1,297	34	13	2	4	401	198
...	...	...	...	1	23	23	...	...	23	...	...	...	...	...	...
...	...	...	...	(a) 1	50	50	...	...	47	...	3	...	...	...	2
...	...	...	...	2	73	73	...	...	70	...	3	...	...	...	2
...	...	...	...	87	8,080	8,080	908	2,954	7,650	176	153	24	77	1,284	772
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	87	8,080	8,080	908	2,954	7,650	176	153	24	77	1,284	772

(a) This school was for girls.

(4)—*Return of expenditure on public instruction*

Objects of expenditure.	Public										
	Under public										
	Managed by Government.							Managed by District or			
	Provincial revenues.	District funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	District funds.	Municipal funds.	Fees.
1	2	3	4	5	6	7	8	9	10	11	12
	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.
Collegiate education.											
Arts Colleges—											
English { For boys	1,98,984	...	...	1,27,687	...	(a) 1,853	3,28,524	...	...	13,314	40,897
English { For girls	17,381	...	...	1,525	...	...	18,906	...	...	...	...
Oriental	...	...	...	...	...	...	...	...	6,452	...	32
Colleges or departments of Colleges for professional training—											
Law	...	...	...	(b)39,211	...	41	39,252	...	...	...	...
Medicine	...	...	...	...	...	...	...	...	...	...	...
Engineering	1,37,310	...	...	29,527	...	(c) 1,117	1,67,954	...	...	...	...
Teaching	69,805	...	...	...	...	809	70,614	...	...	...	...
Total ...	4,23,480	...	...	1,97,950	...	3,820	6,25,250	...	6,452	13,314	40,929
School education, general.											
Secondary Schools—											
For boys { High schools, English* ...	(d)68,386	...	...	29,316	...	1,279	(e) 98,981	(f) 18,057	30,890	53,959	3,19,401
For boys { Middle schools { English † ...	9,255	...	...	1,586	...	...	10,841	...	26,530	6,822	1,31,643
For boys { Middle schools { Vernacular ...	...	...	...	...	...	...	...	...	...	...	...
For girls { High schools { English * ...	(g) 60,615	...	...	5,007	...	(h) 35	(i) 65,657	...	...	...	...
For girls { High schools { Vernacular ...	...	...	...	...	...	...	...	...	...	...	...
For girls { Middle schools { English † ...	...	...	...	...	...	...	...	...	...	...	...
For girls { Middle schools { Vernacular	...	...	...	...	...	...	...	...	...	...	...
Total ...	1,38,256	...	...	35,909	...	1,314	1,75,479	18,057	57,420	60,781	4,51,044
Primary Schools—											
For boys { Upper Primary ‡ ...	1,10,572	...	...	3,863	...	12	1,14,447	...	9,26,705	1,53,874	1,09,682
For boys { Lower Primary § ...	15,851	...	...	49	...	1	15,901	...	10,35,513	1,24,240	1,081
Total Primary boys ...	1,26,423	...	...	3,912	...	13	1,30,348	...	19,62,218	2,78,114	1,10,763
For girls { Upper Primary ‡ ...	2,15,936	...	...	5,197	...	541	2,21,674	...	39,728	13,061	477
For girls { Lower Primary § ...	14,096	...	...	38	...	...	14,134	...	1,36,246	10,480	37
Total Primary girls ...	2,30,032	...	...	5,235	...	541	2,35,808	...	1,75,974	23,541	514
Total Primary Schools for boys and girls ...	3,56,455	...	...	9,147	...	554	3,66,156	...	21,38,192	3,01,655	1,11,277
School education, special.											
Schools for special instruction—											
Training schools for masters	4,73,783	(j) 1,577	(k) 2,280	...	(l) 40	535	4,78,215	...	90,928	50	...
Do. for mistresses ...	93,162	...	...	80	...	25	93,267	...	...	...	...
Schools of Arts	51,299	...	...	172	...	7,437	58,908	...	...	...	...
Law schools	...	...	...	...	...	...	...	...	...	...	...
Medical schools	...	...	...	...	...	...	...	...	...	...	...
Engineering and Surveying schools ...	...	...	...	...	...	...	...	...	...	...	...
Technical and Industrial schools ...	9,100	...	...	...	...	...	9,100	...	...	...	...
Commercial schools	10,039	...	...	4,288	...	24	14,351	...	...	...	...
Agricultural schools	...	...	...	...	...	...	...	...	...	...	...
Reformatory schools	19,029	...	...	...	...	5,452	24,481	...	...	...	...
Other schools	(m) 16,810	...	360	315	...	43	(n) 17,468	...	...	1,283	...
Total ...	6,73,222	1,577	2,580	4,855	40	13,516	6,95,790	...	90,928	1,333	...
Buildings	(o) 6,52,447	...	...	...	...	...	6,52,447	...	6,11,845	4,09,636	...
Furniture and apparatus (special grants only)	...	...	...	...	...	...	...	700	...	...	...
Total ...	6,52,447	...	...	...	...	...	6,52,447	700	6,11,845	4,09,636	...
University	...	...	...	...	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...	...	...	...	...
Scholarships.											
Arts colleges	...	...	...	...	...	...	...	...	...	...	...
Medical college	...	...	...	...	...	...	...	...	...	...	...
Other Professional colleges ...	...	...	...	...	...	...	...	...	...	...	...
Secondary schools	...	...	...	...	...	...	...	...	...	...	...
Primary schools	...	...	...	...	...	...	...	...	...	...	...
Medical schools	...	...	...	...	...	...	...	...	...	...	...
Technical schools	...	...	...	...	...	...	...	...	...	...	...
Other special schools	...	...	...	...	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...	...	...
Total expenditure on public instruction ...	22,43,869	1,577	2,580	2,47,861	40	19,204	25,15,132	18,757	29,04,837	7,86,719	6,03,250

* European High schools and Non-European Secondary schools having forms above the third.

† European Middle schools, Non-European Secondary schools with no forms higher than the third and also Preparatory Secondary schools with classes up to the fourth.

‡ European Primary schools, Elementary schools (Non-European) with standards above the fourth and those with standards up to and including the fourth.

§ Elementary schools with standards below the fourth.

(a) Non-departmental, Rs. 357.
(b) Law College surplus fees, Rs. 45,473.
(c) Non-departmental, Rs. 394.
(d) Lawrence Memorial School, Male branch, Provincial grant, Rs. 23,656.
(e) Lawrence Memorial School, Male branch, total cost, Rs. 23,656.
(f) Net cost to Municipal schools.
(g) Lawrence Memorial School, Female branch, Provincial grant, Rs. 11,415.
(h) Non-departmental, Rs. 10.

in the Madras Presidency for the official year 1914-15

institutions.

management.										Under private management.						
Municipal Boards.			Managed by Native States.							Aided by Government or by District or Municipal Boards.						
Subscriptions.	Endowments and other sources.	Total.	Native State revenues.	District funds in Native States.	Municipal funds raised in Native States.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	District funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29
RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.
...	154	54,365	...	...	...	...	...	...	...	87,456	...	...	5,44,152	3,523	1,16,987	7,52,118
...	...	...	...	...	...	...	...	...	...	764	...	...	978	...	6,457	8,199
...	...	6,484	...	...	...	...	...	...	...	3,230	...	...	105	882	13,754	17,971
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
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...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	154	60,849	...	...	...	...	...	...	...	91,450	...	...	5,45,235	4,405	1,37,198	7,78,288
...	2,381	4,24,688	...	...	...	...	...	...	...	2,59,591	1,000	...	16,89,527	28,264	3,97,376	23,25,758
767	847	1,66,609	...	...	...	...	...	...	...	88,292	...	...	2,82,472	4,891	1,63,104	5,38,759
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	1,04,022	...	...	55,516	3,826	1,24,976	2,88,340
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	51,304	...	...	21,786	10,360	66,269	1,49,719
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
767	3,228	5,91,297	...	...	...	...	...	...	...	5,03,209	1,000	...	19,99,301	47,341	7,51,725	33,02,576
1,130	1,897	11,93,288	...	...	...	...	...	...	...	4,03,647	...	26,171	1,58,068	24,058	2,95,541	9,07,425
4	238	11,61,076	...	...	...	...	...	...	...	10,67,972	21	21,834	2,94,509	57,845	3,19,890	17,62,071
1,134	2,135	23,54,364	...	...	...	...	...	...	...	14,71,619	21	47,945	4,52,577	81,903	6,15,431	26,69,496
...	7	53,273	...	...	...	...	...	...	...	1,79,444	...	11,435	31,516	18,996	2,25,901	4,67,292
275	207	1,47,245	...	...	...	...	...	...	...	43,328	...	1,783	1,668	5,947	23,542	74,068
275	214	2,00,518	...	...	...	...	...	...	...	2,22,772	...	13,218	33,184	22,943	2,49,243	5,41,360
1,409	2,349	25,54,882	...	...	...	...	...	...	...	16,94,391	21	61,163	4,85,761	1,04,846	8,64,674	32,10,856
...	58	91,036	...	...	...	...	...	...	...	76,371	36	...	155	5,000	43,966	1,25,528
...	...	...	...	...	...	...	...	...	...	53,556	...	...	655	...	40,820	94,531
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...	...	1,283	...	...	...	...	...	...	...	3,020	...	...	3,377	132	212	6,741
...	58	92,319	...	...	...	...	...	...	...	1,32,947	36	...	4,187	5,132	84,498	2,26,800
..	...	10,21,491	...	...	...	...	...	...	...	(p) 5,51,559	..	...	...	1,50,737	4,20,815	11,22,911
...	...	700	...	...	...	...	...	...	...	1,05,197	...	...	...	...	...	1,05,397
...	...	10,22,191	...	...	...	...	...	...	...	6,56,756	...	...	...	1,50,737	4,20,815	12,28,308
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2,176	5,789	43,21,528	...	...	...	...	...	...	...	30,78,753	1,057	61,163	30,34,484	3,12,461	22,58,010	87,46,828

(*i*) Lawrence Memorial School, Female branch, total cost, Rs. 11,415.
(*j*) Non-departmental, Rs. 1,577.
(*k*) Non-departmental, Rs. 2,280.
(*l*) Non-departmental, Rs. 40.
(*m*) Lawrence Memorial School, Technical branch, Provincial grant, Rs. 4,629.
(*n*) Lawrence Memorial School, Technical branch, total cost, Rs. 4,629.
(*o*) Cost of buildings borne by the Public Works Department.
(*p*) Includes grants for hostels, Rs. 2,01,442.

(4)—*Return of expenditure on public instruction in the Madras Presidency for the official year 1914-15*—continued.

Objects of expenditure—*cont.*	Public institutions—*cont.*				Total expenditure from						Grand total.
	Under private management—*cont.*										
	Unaided.										
	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	District funds.	Municipal funds.	All other sources.			
								Fees.	Private.	Public.	
	30	31	32	33	34	35	36	37	38	39	40
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Collegiate education. — *Arts Colleges*— English — For boys	21,762	...	13,418	35,180	2,86,440	...	13,314	7,34,498	1,35,935	...	11,70,187
English — For girls	...	...	...	...	18,145	...	...	2,503	6,457	...	27,105
Oriental	...	...	...	...	8,230	6,452	...	187	14,636	...	29,455
Colleges or departments of Colleges for professional training— Law	...	...	...	...	...	...	...	39,211	41	...	39,252
Medicine	...	...	...	...	...	...	...	...	...	...	...
Engineering	...	...	...	...	1,37,310	...	...	29,527	1,117	...	1,67,954
Teaching	...	...	...	...	69,805	...	...	...	809	...	70,614
Total	21,762	...	13,418	35,180	5,14,930	6,452	13,314	8,05,876	1,58,995	...	14,99,567
School education, general. — *Secondary Schools*— For boys — High schools, English*	56,224	...	21,949	78,173	3,46,034	31,890	53,959	20,44,468	4,51,249	...	29,27,600
For boys — Middle schools — English †	7,147	1,975	1,927	11,049	97,547	26,530	6,822	4,22,848	1,73,511	...	7,27,258
For boys — Middle schools — Vernacular	...	...	...	...	...	...	...	...	...	...	...
For girls — High schools — English *	...	...	...	...	1,64,637	...	...	60,523	1,28,837	...	3,53,997
For girls — High schools — Vernacular	...	...	...	...	...	...	...	...	...	...	...
For girls — Middle schools — English †	...	...	...	...	51,304	...	...	21,786	76,629	...	1,49,719
For girls — Middle schools — Vernacular	...	...	...	...	...	...	...	...	...	...	...
Total	63,371	1,975	23,876	89,222	6,59,522	58,420	60,781	25,49,625	8,30,226	...	41,58,574
Primary Schools— For boys — Upper Primary ‡	4,186	1,225	11,727	17,138	5,14,219	9,26,705	1,79,985	2,75,799	3,35,590	...	22,32,298
For boys — Lower Primary §	1,04,778	11,611	62,951	1,79,340	10,83,823	10,35,534	1,46,074	4,00,417	4,52,540	...	31,18,388
Total Primary boys	1,08,964	12,836	74,678	1,96,478	15,98,042	19,62,239	3,26,059	6,76,216	7,88,130	...	53,50,686
For girls — Upper Primary ‡	...	3,539	11,709	15,248	3,95,380	39,728	24,496	37,190	2,60,693	...	7,57,487
For girls — Lower Primary §	346	540	6,113	6,999	57,424	1,36,246	12,263	2,089	34,424	...	2,42,446
Total Primary girls	346	4,079	17,822	22,247	4,52,804	1,75,974	36,759	39,279	2,95,117	...	9,99,933
Total Primary Schools for boys and girls	1,09,310	16,915	92,500	2,18,725	20,50,846	21,38,213	3,62,818	7,15,495	10,83,247	...	63,50,619
School education, special. — *Schools for special instruction*— Training schools for masters	...	...	2,434	2,434	5,50,154	92,541	2,330	155	52,033	...	6,97,213
Do. for mistresses	...	...	...	...	1,46,718	...	...	735	40,345	...	1,87,798
Schools of Arts	...	...	...	...	51,299	...	...	172	7,437	...	58,908
Law schools	...	...	...	...	...	...	...	...	...	...	...
Medical schools	...	...	...	...	...	...	...	...	...	...	...
Engineering and Surveying schools	...	...	...	...	...	...	...	...	...	...	...
Technical and Industrial schools	...	...	...	...	9,100	...	...	...	...	...	9,100
Commercial schools	...	...	...	...	10,039	...	...	4,288	24	...	14,351
Agricultural schools	...	...	...	...	...	...	...	...	...	...	...
Reformatory schools	...	...	...	...	19,029	...	...	...	5,452	...	24,481
Other schools	10,406	1,523	3,584	15,513	19,830	...	1,583	14,088	5,494	...	41,005
Total	10,406	1,523	6,018	17,947	8,06,169	92,541	3,913	19,448	1,10,785	...	10,32,856
Buildings	...	47,925	16,118	64,043	12,03,806	6,11,845	4,09,636	...	6,35,595	...	28,60,882
Furniture and apparatus (special grants only)	...	...	...	...	1,06,097	...	...	...	...	...	1,06,097
Total	...	47,925	16,118	64,043	13,09,903	6,11,845	4,09,636	...	6,35,595	...	29,66,979
University	...	...	...	...	98,460	...	...	(g) 2,19,269	37,873	...	3,55,602
Direction	...	...	...	...	96,278	...	...	...	...	...	96,278
Inspection	...	...	...	...	8,35,573	...	...	...	...	...	8,35,573
Scholarships held in — Arts colleges	...	...	...	...	20,837	...	60	...	19,293	...	40,190
Medical college	...	...	...	...	...	...	...	...	...	...	...
Other Professional colleges	...	...	...	...	6,567	...	...	...	2,709	...	9,276
Secondary schools	...	...	...	...	77,349	82	...	...	19,640	...	97,071
Primary schools	...	...	...	...	23,076	409	...	...	239	...	23,724
Medical schools	...	...	...	...	...	...	...	...	...	...	...
Technical schools	...	...	...	...	121	...	...	...	...	...	121
Other special schools	...	...	...	...	4,742	...	...	...	578	...	5,320
Miscellaneous	...	...	...	...	(r)1,66,971	11,643	...	7,80,997	9,21,633	...	(s)18,81,244
Total	...	...	...	...	13,29,974	12,134	60	10,00,266	10,01,965	...	33,44,399
Total expenditure on public instruction	2,04,849	68,338	1,51,930	4,25,117	(t)66,71,344	29,19,605 (u)	8,50,522 (v)	50,90,710	38,20,813	...	1,93,52,994

* European High schools and Non-European Secondary schools having forms above the third.

† European Middle schools, Non-European Secondary schools with no form higher than the third and also Preparatory Secondary schools with classes up to the fourth.

‡ European Primary schools, Elementary schools (Non-European) with standards above the fourth and those with standards up to and including the fourth.

§ Elementary Schools with standards below the fourth.

(g) Surplus fees to the University, Rs. 17,703.

(r) Includes Endowment grant, Rs. 1,460.

(s) Includes expenditure on private schools and hostels.

(t) Includes grants to orphanages not paid through the department, Rs. 1,320.

(u) Includes Provincial contribution, Rs. 14,37,881.

(v) Do. do. Rs. 1,54,854.

4 (a)—*Return of expenditure on European colleges and schools in the Madras Presidency for the official year 1914-15.*

Objects of expenditure.	Public institutions.																						
	Under public management.																						
	Managed by Government.							Managed by District or Municipal Boards.							Maintained by Native States.						
	Provincial revenues.	District funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	District funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	District funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Collegiate education. *Arts Colleges*— English { For boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
{ For girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School education, general. *Secondary Schools*— For boys { High schools, English ...	23,656	...	...	...	...	...	23,656	...	...	...	...	...	...	...	...	...	...	...	...	...	...
{ Middle schools, English ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls { High schools, English ...	11,415	...	...	...	...	...	11,415	...	...	...	...	...	...	...	...	...	...	...	...	...	...
{ Middle schools, English ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	35,071	...	...	...	...	...	35,071	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Primary Schools— For boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School education, special. *Schools for special instruction*— Training schools for masters	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Do. for mistresses ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Industrial schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other schools	14,807	...	...	...	...	...	14,807	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	14,807	...	...	...	...	...	14,807	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Buildings	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Furniture and apparatus (special grants only).	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in { Arts colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
{ Professional colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
{ Secondary schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
{ Elementary schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total expenditure on European education ...	49,878	...	...	...	...	...	49,878	...	...	...	...	...	...	...	...	...	...	...	...	...	...

4 (a)—*Return of expenditure on European colleges and schools in the Madras Presidency for the official year 1914–15*—continued.

Objects of expenditure—*cont.*	Public institutions—*continued.*											Total expenditure from						Grand total.
	Under private management.																	
	Aided by Government or by District or Municipal Boards.							Unaided.								All other sources.		
	Provincial revenues.	District funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	District funds.	Municipal funds.	Fees.	Private.	Public.	
	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Collegiate education. *Arts Colleges*— English { For boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
{ For girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School education, general. *Secondary Schools*— For boys { High schools, English	74,057	...	...	37,220	7,749	67,101	1,86,127	...	...	...	...	97,713	...	...	37,220	74,850	...	2,09,783
{ Middle schools, English	47,600	...	...	10,488	1,441	79,706	1,39,235	...	...	...	...	47,600	...	...	10,488	81,147	...	1,39,235
For girls { High schools, English	53,212	...	...	33,185	631	64,188	1,51,166	...	...	...	...	64,627	...	...	33,135	64,819	...	1,62,581
{ Middle schools, English	31,644	...	...	9,093	...	53,244	93,981	...	...	...	...	31,644	...	...	9,093	53,244	...	93,981
Total	2,06,513	...	...	89,936	9,821	2,64,239	5,70,509	...	...	...	...	2,41,584	...	...	89,936	2,74,060	...	6,05,580
Primary Schools— For boys	9,706	..	...	2,984	2,750	17,967	33,407	...	...	...	...	9,706	...	...	2,984	20,717	...	33,407
For girls	6,684	...	...	2,042	2,696	10,412	21,834	...	...	...	...	6,684	...	...	2,042	13,108	...	21,834
Total	16,390	...	...	5,026	5,446	28,379	55,241	...	...	...	...	16,390	...	...	5,026	33,825	...	55,241
School education, special. *Schools for special instruction*— Training schools for masters	880	...	...	...	...	...	880	...	...	...	...	880	...	...	...	...	...	880
Do. for mistresses	8,424	...	...	445	...	2,943	11,812	...	...	...	...	8,424	...	...	445	2,943	...	11,812
Industrial schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other schools	2,720	...	...	2,177	132	185	5,214	...	...	...	...	17,527	...	...	2,177	317	...	20,021
Total	12,024	...	...	2,622	132	3,128	17,966	...	...	...	...	26,831	...	...	2,622	3,260	...	32,713
Buildings	1,43,029	...	...	...	10,473	82,548	2,36,050	...	...	...	...	1,43,029	...	...	...	93,021	...	2,36,050
Furniture and apparatus (special grants only).	19,632	...	...	...	...	...	19,632	...	...	...	...	19,632	...	...	...	...	...	19,632
Total	1,62,661	...	...	...	10,473	82,548	2,55,682	...	...	...	...	1,62,661	...	...	...	93,021	...	2,55,682
Scholarships held in { Arts colleges	...	...	...	...	...	...	...	...	...	...	...	1,956	...	...	...	...	...	1,956
{ Professional colleges	...	...	...	...	...	...	...	...	...	...	...	413	...	...	...	...	...	413
{ Secondary schools	...	...	...	...	...	...	...	...	...	...	...	5,168	...	...	...	1,206	...	6,374
{ Elementary schools	...	...	...	...	...	...	...	...	...	...	...	3,503	...	...	...	...	...	3,503
Miscellaneous	...	...	...	...	...	...	...	...	...	...	...	1,43,479	...	...	1,02,447	2,35,535	...	4,81,461
Total	...	...	...	...	...	...	...	...	...	...	...	1,54,519	...	...	1,02,447	2,36,741	...	4,93,707
Total expenditure on European education	3,97,583	...	...	97,584	25,872	3,78,294	8,99,338	...	...	...	...	6,01,985	...	...	2,00,031	6,40,907	...	14,42,923

(5)—*Return of the stages of instruction of pupils in public schools for general education in the Madras Presidency for the official year 1914–15.*

Classes of schools.		Number of schools.	Number of pupils on rolls on the 31st March.	High stage. Comprising all pupils who have passed beyond the Lower Secondary (middle) stage, but have not passed the Matriculation examination.			Middle stage. (c) Comprising all pupils who have passed beyond the Upper Primary stage, but have not passed beyond the Lower Secondary (middle) stage.			Upper Primary stage. Comprising all pupils who have passed beyond the Lower Primary stage, but have not passed beyond the Upper Primary stage.			Lower Primary stage. Comprising all pupils who have not passed beyond the Lower Primary stage.						Total.		
													Reading printed books.			Not reading printed books.					
				1			2			3			4			5					
				Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Secondary Schools—																					
(a) For boys	Government ... English	7	1,628	547	1	548	507	...	507	133	...	133	388	6	394	45	1	46	1,620	8	1,628
	Government ... Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	District Board English	62	14,613	1,620	1	1,621	5,892	30	5,922	2,768	34	2,802	4,011	124	4,135	126	7	133	14,417	196	14,613
	District Board Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Municipal ... English	22	8,645	1,993	...	1,993	3,387	4	3,391	1,413	14	1,427	1,793	26	1,819	15	...	15	8,601	44	8,645
	Municipal ... Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Native States English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Native States Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Aided ... English	264	98,109	21,913	48	21,960	34,628	285	34,913	14,031	165	14,196	24,912	1,141	26,053	809	178	987	96,292	1,817	98,109
	Aided ... Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Unaided ... English	9	3,764	910	10	920	1,582	20	1,602	586	3	589	596	31	627	26	...	26	3,700	64	3,764
	Unaided ... Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total ...	364	126,759	26,982	60	27,042	45,996	339	46,335	18,931	216	19,147	31,700	1,328	33,028	1,021	186	1,207	124,630	2,129	126,759
(a) For girls	Government ... English	6	1,299	...	79	79	...	208	208	...	101	101	16	812	828	5	78	83	21	1,278	1,299
	Government ... Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	District Board English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	District Board Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Municipal ... English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Municipal ... Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Native States English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Native States Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Aided ... English	63	8,027	...	557	557	18	1,799	1,817	40	908	948	670	3,563	4,233	76	396	472	804	7,223	8,027
	Aided ... Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Unaided ... English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Unaided ... Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total ...	69	9,326	...	636	636	18	2,007	2,025	40	1,009	1,049	686	4,375	5,061	81	474	555	825	8,501	9,326
	Total Secondary schools ...	433	136,085	26,982	696	27,678	46,014	2,346	48,360	18,971	1,225	20,196	32,386	5,703	38,089	1,102	660	1,762	125,455	10,630	136,085
Primary Schools—																					
(b) For boys	Government	188	9,925	...	...	...	236	1	237	828	11	839	5,569	310	5,879	2,651	319	2,970	9,284	641	9,925
	District Board	6,032	349,827	...	...	...	1,549	7	1,556	15,971	509	16,480	228,784	32,933	261,717	55,284	14,790	70,074	301,588	48,239	349,827
	Municipal	474	40,785	...	...	...	134	...	134	1,731	54	1,785	28,424	3,096	31,520	6,248	1,098	7,346	36,537	4,248	40,785
	Native States	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Aided	16,470	642,674	...	...	...	3,402	141	3,543	17,399	1,008	18,407	438,455	56,079	494,534	96,527	29,663	126,190	555,783	86,891	642,674
	Unaided	3,753	101,595	...	...	...	52	5	57	363	29	392	69,794	6,109	75,903	20,637	4,606	25,243	90,846	10,749	101,595
	Total ...	26,917	1,144,806	...	...	...	5,373	154	5,527	36,292	1,611	37,903	771,026	98,527	86,9553	181,347	50,476	231,823	994,038	150,768	1,144,806
(b) For girls	Government	195	24,591	...	...	...	...	730	730	1	1,220	1,221	383	16,059	16,442	44	6,154	6,198	428	24,163	24,591
	District Board	399	24,957	...	...	...	...	39	39	1	225	226	291	16,918	17,209	82	7,401	7,483	374	24,583	24,957
	Municipal	33	2,889	...	...	...	...	37	37	6	89	95	66	2,102	2,169	1	587	588	73	2,816	2,889
	Native States	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Aided	797	62,941	...	...	...	26	1,735	1,761	203	3,315	3,518	3,468	44,500	47,968	677	9,017	9,694	4,374	58,567	62,941
	Unaided	103	5,124	...	...	...	...	77	77	...	123	123	244	2,988	3,232	154	1,538	1,692	898	4,726	5,124
	Total ...	1,527	120,502	...	...	...	26	2,618	2,644	211	4,972	5,183	4,452	82,568	87,020	958	24,697	25,655	5,647	114,855	120,502
	Total Primary schools ...	28,444	1,265,308	...	...	...	5,399	2,772	8,171	36,503	6,583	43,086	775,478	181,095	956,573	182,305	75,173	257,478	999,685	265,623	1,265,308
	Grand Total ...	28,877	1,401,393	26,982	696	27,678	51,413	5,118	56,531	55,474	7,808	63,282	807,864	186,798	994,662	183,407	75,833	259,240	1,125,140	276,253	1,401,393

(a) These relate to European High and Middle schools and Non-European Secondary schools.
(b) These relate to European Primary schools and Elementary schools.
(c) The statistics of pupils in standards V to VII of Elementary schools with standards above the IV appear under this head.

5 (a)—*Return of the stages of instruction of pupils in public European schools for general education in the Madras Presidency for the official year 1914-15.*

Classes of schools.	Number of schools.	Number of pupils on rolls on the 31st March.	High stage. Comprising all pupils who have passed beyond the Lower Secondary (middle) stage, but have not passed the Matriculation examination.			Middle stage. Comprising all pupils who have passed the Upper Primary stage, but have not passed beyond the Lower Secondary (middle) stage.			Upper Primary stage. Comprising all pupils who have passed the Lower Primary stage, but have not passed beyond the Upper Primary stage.			Lower Primary stage. Comprising all pupils who have not passed beyond the Lower Primary stage. Reading printed books.			Lower Primary stage. Comprising all pupils who have not passed beyond the Lower Primary stage. Not reading printed books.			Total.		
			1			2			3			4			5					
			Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Secondary Schools—																				
For boys { Government	1	277	14	...	14	85	...	85	39	...	39	128	...	128	11	...	11	277	...	277
For boys { Aided	30	3,342	179	31	210	712	164	876	235	64	299	1,228	567	1,795	105	57	162	2,459	883	3,342
Total	31	3,619	193	31	224	797	164	961	274	64	338	1,356	567	1,923	116	57	173	2,736	883	3,619
For girls { Government	1	138	...	16	16	...	41	41	...	16	16	...	54	54	...	11	11	...	138	138
For girls { Aided	30	2,900	...	132	132	16	554	570	29	274	303	468	1,207	1,675	59	161	220	572	2,328	2,900
Total	31	3,038	...	148	148	16	595	611	29	290	319	468	1,261	1,729	59	172	231	572	2,466	3,038
Total Secondary schools	62	6,657	193	179	372	813	759	1,572	303	354	657	1,824	1,828	3,652	175	229	404	3,308	3,349	6,657
Primary Schools—																				
For boys—Aided	12	811	...	...	...	...	...	...	40	34	74	299	307	606	71	60	131	410	401	811
otal	12	811	...	...	...	...	...	...	40	34	74	299	307	606	71	60	131	410	401	811
For girls—Aided	11	539	...	...	...	...	...	...	16	31	47	166	276	442	16	34	50	198	341	539
Total	11	539	...	...	...	...	...	...	16	31	47	166	276	442	16	34	50	198	341	539
Total Primary schools	23	1,350	...	...	...	...	...	...	56	65	121	465	583	1,048	87	94	181	608	742	1,350
Grand total	85	8,007	193	179	372	813	759	1,572	359	419	778	2,289	2,411	4,700	262	323	585	3,916	4,091	8,007

(6)—*Return showing the results of prescribed examinations in the Madras Presidency during the official year 1914-15.*

Names of examinations.	Number of institutions sending examinees.				Number of examinees.					Number passed.					Race or creed of passed scholars.							
	Institutions under public management.	Aided institutions.	Other institutions.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.	Europeans and Eurasians.	Indian Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.
																	Brahmans.	Non-Brahmans.				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
ARTS COLLEGES.																						
1. Master of Arts	...	...	...	...	...	...	...	199	199	...	...	...	87	87	...	11	67	9	....	...	...	...
2. Bachelor of Arts (Honours Final)	1	2	...	3	55	27	...	...	82	52	24	...	...	76	1	6	60	9	...	...	...	...
3. Bachelor of Arts (Honours) Preliminary English Language.	1	2	...	3	73	47	...	...	120	62	42	...	...	104	3	11	82	8	...	...	...	...
4. Bachelor of Arts (New Regulations), Part I	3	7	4	14	162	339	91	...	592	113	212	47	...	372	3	32	270	64	2	...	1	....
5. Do. (do.), Part II	3	7	4	14	169	324	86	...	579	95	156	38	...	289	2	18	208	63	3	...	...	...
6. (e) Bachelor of Arts (Science Division)	...	...	...	...	...	...	...	625	625	...	...	...	230	230	1	19	159	49	2	...	...	...
7. Bachelor of Science	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
8. (e) First B.A. (English Language Division)	...	...	...	...	...	...	...	629	629	...	...	...	308	308	...	30	210	60	6	...	...	2
(e) Do. B.A. (Second Language Division)	...	...	...	...	...	...	...	59	59	...	...	...	45	45	...	2	32	11	...	...	...	...
Do. B.Sc.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Do. Arts (Intermediate Examination)	7	21	14	42	553	2,175	704	317	3,749	178	496	248	108	1,030	15	105	666	218	25	...	...	1
Previous Examination	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
ORIENTAL COLLEGES.																						
1. Master of Oriental Learning	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2. Bachelor of Oriental Learning	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
3. Honours in Sanskrit	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Do. in Arabic	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Do. in Persian	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
4. High Proficiency in Sanskrit	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Do. in Arabic	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Do. in Persian	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
5. Proficiency in Sanskrit	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Do. in Arabic	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Do. in Persian	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Do. in Urdu	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
COLLEGES FOR PROFESSIONAL TRAINING.																						
Law.																						
1. Doctor of Law	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2. Master of Law	...	...	...	...	...	...	...	11	11	...	...	...	1	1	...	...	1	...	...	...	...	...
3. Bachelor of Law	1	...	1	2	180	...	37	237	454	108	...	5	79	192	...	17	139	35	1	...	...	...
4. First Examination in Law	1	...	1	2	242	...	48	277	562	134	...	17	118	269	...	12	197	59	1	...	...	...
Medicine.																						
1. Doctor of Medicine	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2. Bachelor of Medicine (final M.B. & C.M.)	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
3. Honours in Medicine and Surgery	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
4. L.M. & S. (Final)	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
5. Third M.B. & C.M. Examination	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
6. Second M.B. & C.M. Examination	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
7. First M.B. & C.M. Examination	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
8. Second L.M. & S.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

(6)—*Return showing the results of prescribed examinations in the Madras Presidency during the official year 1914-15*— continued.

Names of examinations.	Number of institutions sending examinees.				Number of examinees.					Number passed.					Race or creed of passed scholars.							
	Institutions under public management.	Aided institutions.	Other institutions.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.	Europeans and Eurasians.	Indian Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.
																	Brahmans.	Non-Brahmans.				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
COLLEGES FOR PROFESSIONAL TRAINING—*cont.*																						
Medicine—cont.																						
9. First L.M. & S.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
0. L.S.Sc.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	..	...	...	...	...	...	...
Engineering.																						
1. M.C.E.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2. B.C.E. or B.E. { Civil	1	...	...	1	16	...	...	...	16	5	...	...	...	5	...	2	3	...	...	...	...	...
{ Mechanical	1	...	...	1	2	...	...	...	2	1	...	...	...	1	...	...	1	...	...	...	...	...
3. L.C.E. (First Examination in Engineering)	1	...	...	1	35	...	...	...	35	11	...	...	...	11	...	...	9	2	...	...	...	...
First L.C.E.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	..	..	...	...	...	...	...
Teaching.																						
1. Licentiate in Teaching (New Regulations)	1	...	...	1	143	...	...	...	143	131	...	...	...	131	...	26	95	10	...	...	...	...
2. Do. do. (Old Regulations) Practical	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	..	..	...	...	...	...	...
SCHOOLS FOR GENERAL EDUCATION.																						
1. Secondary School-Leaving Certificate. { Boys	31	127	8	166	759	4,403	281	...	(a) 5,443	755	4,387	279	...	(b) 5,421	19	440	3,347	1,444	170	...	1	...
{ Girls	3	16	..	19	11	97	...	...	(a) 108	11	97	...	...	(b) 108	6	85	3	14	...	...	...	...
2. Matriculation Examination. { Boys	1	9	6	16	2	10	14	1	27	2	4	10	...	16	...	1	12	2	1	...	...	...
{ Girls	...	1	...	1	...	1	...	...	1	...	1	...	...	1	...	1	...	...	...	...	...	...
3. Lower Secondary Examination. { Boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
{ Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
4. Upper Primary Examination. { Boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
{ Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
5. Lower Primary Examination. { Boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
{ Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
6. Public Service Certificate Examination. { Boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
{ Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOLS FOR SPECIAL EDUCATION.																						
1. Training Schools for Masters. { Upper (c)	6	3	...	9	206	43	...	...	249	164	27	...	...	191	...	28	145	16	2	...	...	...
{ Lower (d)	52	30	...	82	2,289	498	...	...	2,787	1,184	271	...	...	1,455	...	226	600	584	86	...	...	9
2. Training Schools for Mistresses. { Upper (c)	2	3	...	5	22	29	...	...	51	15	25	...	...	40	18	20	...	2	...	...	...	...
{ Lower (d)	14	20	...	34	185	217	...	...	402	115	165	...	...	280	25	218	3	29	5	...	...	...
3. School of Arts Examination	...	...	...	...	...	...	...	...	3,625	...	...	...	...	1,923	31	362	696	794	39	...	1	..
4. Medical Examination	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
5. Examination in Engineering and Surveying	...	...	...	...	...	...	...	...	176	...	...	...	...	161	Information not available.					...	...	...
6. Industrial School Examination	...	...	...	...	...	...	...	...	447	...	...	...	...	329	45	150	23	91	20	...	...	...
7. Veterinary Examination	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

(a) Excludes 2,354 candidates for supplementary certificates.
(b) Excludes 2,339 candidates for supplementary certificates but represents all those whose certificates were completed during the year.
(c) Relates to the Teachers' certificate examinations of the Secondary grade.
(d) Relates to the Teachers' certificate examinations of the Elementary grade (both Higher and Lower).
(e) Old Regulations.

(7).—Return showing the distribution of District and Municipal expenditure on public instruction in the Madras Presidency for the official year 1914-15.

(7)—*Return showing the distribution of District and Municipal expenditure on public instruction in the Madras Presidency for the official year 1914–15.*

Objects of expenditure.	Expenditure of District Boards on public instruction.														
	In institutions managed by District Boards.											In institutions managed by			Total District Fund expenditure on public instruction.
	Number of institutions.	Number of scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial revenues.	District funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Government.	Municipal Boards.	Private persons or associations.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Collegiate education. — *Arts Colleges*— English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Oriental	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Colleges or departments of Colleges for professional training—	1	41	40	37	...	6,452	...	32	...	...	6,484	...	...	...	6,452
Law	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Teaching	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Agriculture	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	1	41	40	37	...	6,452	...	32	...	...	6,484	...	...	...	6,452
School education, general. — *Secondary Schools*— For boys — High schools, English	15	6,582	6,436	5,843	...	30,890	...	1,44,044	...	1,347	1,76,281	...	...	1,000	31,890
For boys — Middle schools — English	47	8,031	7,952	6,916	...	26,530	...	1,18,156	767	843	1,46,296	...	...	...	26,530
Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — High schools, English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Middle schools — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	62	14,613	14,388	12,759	...	57,420	...	2,62,200	767	2,190	3,22,577	...	...	1,000	58,420
Primary Schools— For boys — Upper Primary	1,959	165,746	159,908	131,734	...	9,26,705	...	1,01,298	1,130	1,717	10,30,850	...	...	...	9,26,705
For boys — Lower Primary	4,073	184,081	180,289	148,124	...	10,35,513	...	1,000	4	235	10,36,752	...	...	21	10,35,534
Total Primary boys	6,032	349,827	340,197	279,858	...	19,62,218	...	1,02,298	1,134	1,952	20,67,602	...	...	21	19,62,239
For girls — Upper Primary	61	5,436	5,358	4,115	...	39,72	...	330	...	7	40,065	...	...	...	39,728
For girls — Lower Primary	338	19,521	18,313	14,704	...	1,36,246	...	30	275	5	1,36,556	...	...	...	1,36,246
Total Primary girls	399	24,957	23,671	18,819	...	1,75,974	...	360	275	12	1,76,621	...	...	...	1,75,974
Total Primary Schools for boys and girls	6,431	374,784	363,868	298,677	...	21,38,192	...	1,02,658	1,409	1,964	22,44,223	...	...	21	21,38,213
Special education, vocational. — *Schools for special instruction*— Training schools for masters	45	867	857	804	...	90,928	50	...	...	58	91,036	1,577	...	36	92,541
Do. for mistresses	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Schools of Art	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Law schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering and surveying schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

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School spe	Technical and industrial schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Commercial schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Agricultural schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Reformatory schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Other schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
						Total	...	45	867	857	804	...	90,928	50	...	...	58	91,036	1,577	...	36	92,541
Buildings	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Furniture and apparatus (special grants only)							...	...	...	...	...	...	6,11,845	...	...	...	...	6,11,845	..	...	...
							...	...	...	...	...	700	...	...	...	...	...	700	...	...	...
						Total	...	...	...	...	...	700	6,11,845	...	..	...	...	6,12,545	...	...	...
Inspection—																					
Scholarships held in	Arts colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Medical colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Other professional colleges			...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Secondary schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	82
	Primary schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	409
	Medical schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Technical and industrial schools			...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Other special schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	11,643
						Total	...	...	...	...	...	...	...	...	...	...	...	...	...	...	12,134
						Grand total	...	6,539	390,305	379,153	312,277	700	29,04,837	50	3,64,890	2,176	4,212	32,76,865	1,577	...	1,057	29,19,605

(7)—*Return showing the distribution of District and Municipal expenditure on public instruction in the Madras Presidency for the official year 1914-15*—continued.

Objects of expenditure—*cont.*	Expenditure of Municipal Boards on public instruction.															
	In institutions managed by Municipal Boards.											In institutions managed by			Total Municipal expenditure on public instruction.	Total expenditure of District and Municipal Boards on public instruction.
	Number of institutions.	Number of scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial revenues.	Municipal funds.	District funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Government.	District Boards.	Private persons or associations.		
	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
Collegiate education.																
Arts Colleges—																
English	3	409	449	414	Rs. ...	Rs. 13,314	Rs. ...	Rs. 40,897	Rs. ...	Rs. 154	Rs. 54,365	Rs. ...	Rs. ...	Rs. ...	13,314	Rs. 13,314
Oriental	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	6,452
Colleges or departments of Colleges for professional training—																
Law	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Teaching	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Agriculture	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	3	409	449	414	...	13,314	...	40,897	...	154	54,365	...	...	...	13,314	19,766
School education, general.																
Secondary Schools—																
For boys — High schools, English	17	7,871	7,667	6,959	18,057	53,959	...	1,75,357	...	1,034	2,48,407	...	...	...	53,959	85,849
For boys — Middle schools, English	5	774	743	658	...	6,822	...	13,487	...	4	20,313	...	...	...	6,822	33,352
For boys — Middle schools, Vernacular	...	...	..	..	...	...	...	..	...	...	...	...	...	...	...	...
For girls — High schools, English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Middle schools, English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Middle schools, Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	22	8,645	8,410	7,617	18,057	60,781	...	1,88,844	...	1,038	2,68,720	...	...	...	60,781	1,19,201
Primary Schools—																
For boys — Upper Primary	165	20,803	19,501	15,679	...	1,53,874	...	8,384	...	180	1,62,438	...	...	26,111	1,79,985	11,06,690
For boys — Lower Primary	309	19,982	18,862	15,625	...	1,24,240	...	81	...	3	1,24,324	...	...	21,834	1,46,074	11,81,608
Total Primary boys	474	40,785	38,363	31,304	...	2,78,114	...	8,465	...	183	2,86,762	...	...	47,945	3,26,059	22,88,298
For girls — Upper Primary	12	1,451	1,459	1,145	...	13,061	...	147	...	...	13,208	...	...	11,435	24,496	64,224
For girls — Lower Primary	21	1,438	1,357	947	...	10,480	...	7	...	202	10,689	...	...	1,783	12,263	1,48,509
Total Primary girls	33	2,889	2,816	2,092	...	23,541	...	154	...	202	23,897	...	...	13,218	36,759	2,12,733
Total Primary Schools for boys and girls	507	43,674	41,179	33,396	...	3,01,655	...	8,619	...	385	3,10,659	...	...	61,163	3,62,818	25,01,031
Special education, etc.																
Schools for special instruction—																
Training schools for masters	...	...	...	...	...	...	...	...	...	...	...	2,280	50	...	2,330	94,871
Do. for mistresses	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Schools of Art	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Law schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering and surveying schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

School spe	Technical and industrial schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Commercial schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Agricultural schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Reformatory schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Other schools	...	...	...	...	...	...	...	4	55	55	41	...	1,283	...	...	...	...	1,283	300	...	...	1,583	1,583
						Total	...	4	55	55	41	...	1,283	...	...	...	...	1,283	2,580	50	...	3,913	96,454
Buildings	...	...	...	...	...	...	...	...	...	...	...	...	...	4,09,636	...	...	...	...	4,09,636	...	...	...	4,09,636	10,21,481
Furniture and apparatus (special grants only)							...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
						Total	...	...	...	...	...	...	4,09,636	...	...	...	...	4,09,636	...	...	...	4,09,636	10,21,481
Scholarships held in	Inspection—																							
	Arts colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	60	60
	Medical colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Other professional colleges		...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Secondary schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	82
	Primary schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	409
	Medical schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Technical and industrial schools			...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Other special schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Miscellaneous	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	11,643
						Total	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	60	12,194
						Grand total	...	536	52,783	50,093	41,468	18,057	7,86,669	...	2,38,360	...	1,577	10,44,663	2,580	50	61,163	8,50,522	37,70,1

(8)—*Return showing the attendance and expenditure in hostels and boarding houses in the Madras Presidency for the official year 1914-15.*

Class of hostels or boarding houses.	Number of		Number of boarders who are students of					Expenditure from				
	Hostels or boarding-houses.	Boarders.	Arts colleges.	Colleges for professional training.	Secondary schools.	Elementary schools.	Special schools.	Provincial revenues.	District or Municipal funds.	Subscriptions and other sources.	Fees.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13
For Males.								Rs.	Rs.	Rs.	Rs.	Rs.
1. Managed by Government ...	24	1,389	326	179	109	179	596	* 10,868	...	† 90,963	1,04,994	2,06,825
2. Managed by District or Municipal Boards.	3	202	111	...	61	30	...	...	6,760	936	9,020	16,716
3. Aided by Government or by District or Municipal Boards.	21	1,547	...	...	1,277	270	...	59,632	723	49,022	62,725	1,72,102
4. Unaided	197	9,255	1,436	...	4,325	3,004	493	...	...	2,62,255	2,52,784	5,15,039
Total ...	245	12,393	1,873	179	5,772	3,480	1,089	70,500	7,483	4,03,176	4,29,523	9,10,682
For Females.												
1. Managed by Government ...	7	253	20	2	83	81	67	§ 12,432	...	‡ 39,683	10,457	62,572
2. Managed by District or Municipal Boards.	...	...	...	...	...	...	...	...	...	...	...	..
3. Aided by Government or by District or Municipal Boards.	29	1,285	...	...	913	338	34	60,547	1,974	63,931	39,722	1,66,174
4. Unaided	91	5,510	32	...	1,509	3,671	298	...	...	1,51,082	75,102	2,26,184
Total ...	127	7,048	52	2	2,505	4,090	399	72,979	1,974	2,54,696	1,25,281	4,54,930
Grand total ...	372	19,441	1,925	181	8,277	7,570	1,488	1,43,479	9,457	6,57,872	5,54,804	13,65,612

* Lawrence Memorial school (Male branch), Provincial grant.
† Lawrence Memorial school (Male branch), Miscellaneous receipts, Rs. 90,179.
‡ Lawrence Memorial school (Female branch), Provincial grant.
§ Lawrence Memorial school (Female branch), Miscellaneous receipts, Rs. 39,533.

(9)—*Number and qualifications of teachers.*

			* In Primary schools.						† In Middle schools.					‡ In High schools.					§ In Colleges.					Total.
			Government.	Board.	Municipal.	Native States.	Aided.	Unaided.	Government.	Board.	Municipal.	Aided.	Unaided.	Government.	Board.	Municipal.	Aided.	Unaided.	Government.	Board.	Municipal.	Aided.	Unaided.	
1			2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
In schools for Indians.	Teachers of Vernacular.	Trained	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Untrained	...	...	...	...	...	...	...	...	...	..	...	...	..	...	...	...	...	...	...	...	..	...
		Total ...	...	...	...	...		...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Anglo-Vernacular Teachers and Teachers of Classical Languages.	Trained	915	7,404	1,019	...	7,706	443	8	219	27	731	14	96	161	187	1,952	49	48	2	15	124	9	21,129
		Untrained	311	5,186	469	...	22,527	4,054	8	121	10	361	18	43	87	126	1,159	59	37	1	7	178	11	34,773
		Total ...	1,226	12,590	1,488	...	30,233	4,497	16	340	37	1,092	32	139	248	313	3,111	108	85	3	22	302	20	55,902
		Possessing a degree.	9	...	...	...	7	...	1	15	2	45	3	43	52	78	837	26	70	1	18	222	18	1,447
		Possessing no degree.	1,217	12,590	1,488	...	30,226	4,497	15	325	35	1,047	29	96	196	235	2,274	82	15	2	4	80	2	54,455
		Total ...	1,226	12,590	1,488	...	30,233	4,497	16	340	37	1,092	32	139	248	313	3,111	108	85	3	22	302	20	55,902
In schools for Europeans.	.....	Trained	..	...	...	...	50	...	...	...	...	171	...	11	...	...	174	...	...	...	...	...	...	403
		Untrained	...	...	...	...	34	...	...	...	...	76	...	9	...	...	96	...	...	...	...	...	...	215
		Total ...	...	...	...	...	84	...	...	...	...	247	...	20	...	...	267	...	...	...	...	...	...	618
		Possessing a degree	...	...	...	...	1	...	...	...	...	6	...	1	...	...	39	...	...	...	...	...	...	47
		Possessing no degree.	...	...	...	...	83	...	...	...	...	241	...	19	...	...	228	...	...	...	...	...	...	571
		Total ...	...	...	...	...	84	...	...	...	...	247	...	20	...	...	267	...	...	...	...	...	...	618
		Grand total of all teachers.	1,226	12,590	1,488	...	30,317	4,497	16	340	37	1,339	32	159	248	313	3,378	108	85	3	22	302	20	56,520

* All Elementary schools in the case of schools for Indians.
† Non-European Secondary schools with no form higher than the third and Preparatory Secondary schools with classes up to the fourth in the case of schools for Indians.
‡ Non-European Secondary schools with forms higher than the third in the case of schools for Indians.
§ Excludes Professional colleges but includes Oriental colleges.

Government of Madras.

EDUCATIONAL DEPARTMENT.

Recd.	1916.	*Enclosures*
Regd.		*Spare copies*

G.O. &c. Nos. 1468, 1469, 29th December 1915.

Report on public instruction.

Recording, with remarks, the — in the Madras Presidency for 1914-15.

GOVERNMENT OF MADRAS.

EDUCATIONAL DEPARTMENT.

Read—Report on Public Instruction in the Madras Presidency for the year 1914-15.

Order—No. 1468, Educational, dated 29th December 1915.

Recorded.

2. *Imperial grants.*—During the year under review three additional grants were received from the Government of India. There were two recurring grants, one of 1 25 lakhs for education generally and one of ·30 lakh for the improvement of Muhammadan education, and a non-recurring grant of Rs. 16,000 towards the construction of a Muhammadan hostel in the City of Madras. All were fully expended within the year. The final proposals for the utilization of the recurring grant for Muhammadan education not having matured before the close of the year, the year's grant was spent on non-recurring items connected with the same object.

3. *General statistics of progress.*—The year was one of general advance, the total number of institutions of all grades and their strength having increased by 984, or 3 per cent and 73,010, or 5 per cent respectively, though the increase in the latter case was not as marked as in the previous year. In schools for Indians, there was an accession of 15·05, 6·6 and 5·0 per cent respectively, to the number of students receiving collegiate, secondary and elementary education.

4. *Total expenditure.*—The total expenditure for the year, direct and indirect, from all sources amounted to 193·5 as against 180 lakhs in the previous year. Of this sum Provincial funds contributed 82·64 lakhs, local and municipal funds 21·77 lakhs and fees and other sources about 89·11 lakhs. The percentages of aggregate outlay from public and private funds to the total expenditure remained practically the same as in the previous year. Of the total expenditure, the "direct" outlay advanced by nearly eleven lakhs and the "indirect" by about three. Secondary and elementary schools claimed 53·31 lakhs from public funds, or 7·42 lakhs more than in the previous year, and the major portion of this (45·52 lakhs) was allotted to elementary schools. The grants-in-aid from Provincial funds to institutions under private management aggregated 32·06 lakhs, or ·25 lakh less than in the previous year; those from district board funds remained almost stationary, while those from municipal funds declined from ·73 to ·61 lakh. The average annual cost of education per head of the population was As. 7–6 as against As. 7 in the previous year.

A special feature of the expenditure of the year was the disbursement of a sum of 2·36 lakhs from Provincial funds on the acquisition of play-grounds.

5. *University and Collegiate education.*—Events of importance connected with the University were the appointment of a University Professor of Indian History and Archæology and the delivery of special lectures on "Cities in Evolution", "Drainage Works" and "Investigations in Acoustics" by Professor Geddes, Mr. J. W. Madeley and M.R.Ry. C. Venkataraman, respectively. The University was also engaged with the question of the improvement of the study of vernacular languages during the intermediate course and the investigation of the important question of the regulations for admission to the collegiate course of holders of secondary school-leaving certificates. The latter question is still under examination. In the field of collegiate education the most noteworthy step taken was the opening of a college for women in Madras by the Government. This institution has been

affiliated to the local University as a second-grade college. There was a satisfactory increase in the number on the rolls in the Arts colleges. The strength of the Engineering College showed an appreciable advance, while that of the Law College and the Teachers' College remained almost stationary.

6. *Secondary and Elementary education.*—The number of secondary schools increased by one; and four of the incomplete secondary schools of the previous year developed into complete secondary schools during the year under report. This factor and the general improvement in the attendance at existing secondary schools resulted in an increase of 6·7 per cent in the total number of pupils availing themselves of secondary education. The strength in the three highest forms shared in this general advance to a proportionately greater degree than in the previous year, thus evidencing the growth of a desire on the part of parents to leave students at school long enough to complete the course. Orders were passed during the year on proposals for the improvement of the study of languages other than English under the secondary school-leaving certificate scheme; but effect has not yet been given to them pending the revision of syllabuses and the drawing up of text-books. The Government have, since the close of the year, afforded special financial help to enable local boards and municipal councils to improve the pay of the pandits and other language teachers in the secondary schools and colleges maintained by them, as had already been done in the case of Government institutions.

The advance in elementary education noticed in previous years was maintained. The number of public elementary schools for boys and their strength rose from 26,005 and 1,088,686 to 26,905 and 1,143,995, respectively.

Several important questions connected with elementary and secondary education formed the subject of discussion at the informal conference of inspecting officers held by the Director of Public Instruction in June 1914. These are engaging the attention of the department; and some of them will be placed for further discussion before a conference of officials and non-officials which will be summoned shortly.

7. *Special education.*—The transfer of the control of industrial education to the Director of Industries is mainly responsible for the fall in the number of schools for special education from 204 to 166. The question of opening additional training schools for masters and of converting some of the large and important Government girls' schools into training schools for mistresses is engaging the attention of the department. There was a further fall in the attendance at the School of Arts and at the School of Commerce, Calicut, the decline being attributed in the case of the latter institution to the introduction of commercial subjects for the school final course in many secondary schools. With a view to inducing more students to avail themselves of the instruction imparted in the School of Arts, the Government have, since the close of the year, sanctioned the institution of thirty additional scholarships in the school.

The year was notable in that in it were taken the first steps towards imparting correct methods of giving manual training to students, the experts sanctioned for the purpose having arrived and commenced work.

8. *Female education.*—The education of girls exhibited a further satisfactory advance, there having been an accession of 72 to the number of schools intended solely for Indian girls and of about 18,500 to the number of girls under instruction, including those in institutions not specially intended for them. Thirty-one and 38 Brahman widows were under instruction at the close of the year in Madras and Vizagapatam, respectively.

9. *European education.*—The number of institutions intended for Europeans remained stationary, and there was a slight decline in their strength. A scheme for the establishment of a training college in Southern India for the domiciled community in conjunction with the Lawrence Memorial School, Ootacamund, is now under consideration.

10. *Muhammadan education.*—The improvement under this head noticed last year was sustained. The number of institutions for Muhammadans under public management rose from 839 to 886 and their strength from 51,319 to 55,554.

11. *Panchama education.*—This branch of education showed considerable expansion. Local boards alone opened as many as 84 new schools for people of this class. It is specially noteworthy that secondary education has begun to attract the attention of this community, there having been an increase of more than 63 per cent during the year in the total number of Panchama pupils in secondary schools.

12. The year was one of progress in all directions on which the Hon'ble Mr. Stone and his department may justly be congratulated.

(True Extract.)

C. G. TODHUNTER,
Acting Secretary to Government.

To the Director of Public Instruction.
,, Surgeon-General.
,, Accountant-General.
,, Registrar, Madras University.
,, Local and Municipal Department.
Editors' Table.

Endorsement—No. 1469, Educational, dated 29th December 1915.

Copy to the Government of India, Department of Education.

C. G. TODHUNTER,
Acting Secretary to Government.

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